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ABSTRACT

This journal is a collection of articles and models relevant to the school sccial worker and relating specifically to the school setting. The journal is an important innovative step towards the definition of the school social worker's rcle and the establishment of his professional identity. The very publication of a journal specifically concerning school social wcrkers acknowledges the importance of the school social worker's rcle, and the material contained therein provides models and guidelines fcr dealing with problems in a setting which stresses productivity rather than emotional stability. (EV)

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ILLINOIS ASSOCIATION OF SCHOOL SOCIAL WORKERS

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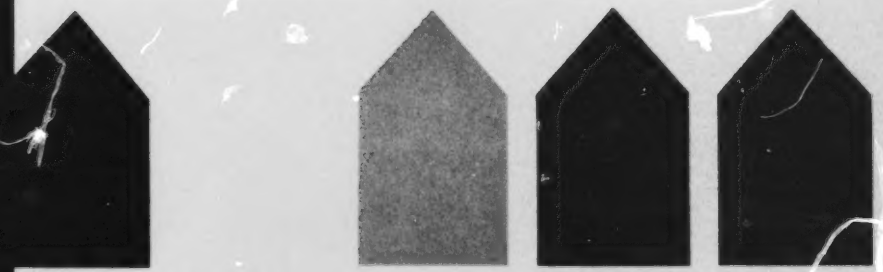

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EDITORIAL

What is my job? What can I do for people? Who knows I am here? Certainly these questions have been mulled over by every school social worker at one time in his career. As outgrowths of daily frustrations, such questions reflect a broader cry for identity for a profession serving in a secondary setting - social workers in classrooms where academics is the primary function and productivity the primary measurement of worth.

However, perhaps it is this continuing search for identity that has brought school social work to an increasing place of prominence. Where early caseworkers had to negotiate with a sympathetic administrator to consider the positioning of a social worker in a school, fifty state Boards of Education now report the employment of social workers in their schools. Where school social workers' responsibilities and tasks varied from building to building (and always will to some extent), the National Association of Social Workers Task Force on School Social Work is preparing Standards on School Social Work to provide guidelines nationwide. Where school social workers had opportunity to advance their professional knowledge only through workshops offered by social workers in other settings, state associations in many areas now provide conferences specifically relating to the school setting. In April of 1978 the first National School Social Work Conference will be held. Where professional literature rarely published articles about school social work concerns and skills, THE SCHOOL SOCIAL WORK JOURNAL is currently attempting to pool articles relevant to school social work. As a consequence of the development of a professional identity, national recognition is also becoming a reality.

Yet, each school social worker can only borrow recognition from these changes when answering in his own mind what constitutes his professional identity. School social work an eclectic practice draws from psychiatric methods, community organization skills, family therapy models, management techniques, educational approaches and other modes of service delivery. With this eclecticism how can a social worker define his role and distinguish his worth from the parenting professions? It is not unlike any individual's search for self meaning. The search for professional identity is an ongoing process and derives its support from relationships encountered in the early growth process. It matures by separating from the parents and seeking new association with persons of similar interests.

What is the job of a school social worker? What can a school social worker do for people? Who knows about school social workers? These questions are part of the identity crisis in school social work. The increased sharing of ideas and communication among school social workers, the national efforts to compute tasks and trends, the combining of resources to effect current legislation and the new emphasis on training programs relevent to school social work skills all offer a framework from which the social worker can elicit his own sense of professional identity.

Editor's Note:
The following three articles are presented in the spirit of a journalistic debate. Mr. Frank Brull and Mr. John Alderson present their views regarding the most favored modes for social work practice in the schools. The reader is encouraged to read the articles in a similar spirit, formulate his own response, and share his views with the journal readership.

A MODEL FOR SCHOOL SOCIAL WORK PRACTICE

by Frank Brull

The decade of the 1960's was marked by what has been called the counter-culture. Hostile, critical and intensely passionate, it saw itself at odds with the "dominant bourgeois" culture and wanted at one level to overthrow it and at a more reasonable level to make it more responsive. In the schools there was a movement for "relevant" courses, although relevant to what was seldom answered. Changes occurred in the 60's in this country and in the schools. Due process increasingly appeared in disciplinary action. Course offerings proliferated and student freedom to select from this broad array increased. However, moving into the 70's some of the excesses of the 60's began to swing back, with the reimposition of certain disciplinary controls as well as the reintroduction of a number of academic demands. Bloomberg said:

> I have asserted that schools are an especially disturbing example of the American propensity to maximize the distance between pieties and practices. While teachers and school administrators talk endlessly about educating the individual with due regard to the diversity of needs and abilities evident among creatures displaying so many biological, psychological, and cultural variations, the actual organization of the schools and conduct of the teachers embodies most of all the format of the pre-union, pre-automation factory. To the extent that they do not realize what they are actually doing to and with the children, administrators and teachers are equally captives and victims of this system.[1]

What motivated the changes in both the 60's and the 70's was a feeling of powerlessness on the part of people including school administrators, teachers and students.

The school is conceived by most as an organization passing on essential pieces of knowledge whether it is the simplistic memorization of multiplication tables or the sophisticated capacity to conceptualize ideas. It is necessary after all for the survival of the individual and society that a basic quantum of skills and knowledge be passed on. In this process the school, often seen as impersonal and bureaucratic, becomes by necessity one of a complex number of

interacting social systems which makes demands for conformity, for discipline and frequently for painful self-denial. Where then is a student to feel a powerful sense of self? Is there any place or service in the school that will enhance a sense of autonomy, that will give a person a feeling that he has some influence on the life he will lead, that his decisions are important, that his choices are meaningful, and that he is not just a piece of flotsam carried along with no control over his life? This need for autonomous functioning can be and should be the job of the school social worker.

Many have attacked the practice of casework in the schools because they have not seen autonomous functioning as the goal of such psycho-therapy. Costin states: "The goals of traditional social work practice in schools have been to help the child adapt to school and use the learning opportunities presented."[2] Insofar as her perceptions are correct, and no doubt they frequently are, the social worker has become a passive captive of the system who tries to make the student over in his own image -- as passive captives of the system - albeit ones who can learn. Maybe her discouragement with this adaptiveness accounts for the vehemence of her attack, as well as that of many others, on clinical practice within the schools. Thus, she wrote:

> School social workers must revise extensively the static model of service into which their field of practice has drifted...Social workers in the schools must give up their traditional, almost exclusive, reliance on casework...[3]

Critics of casework in the school perceive the problem of being caught in the system as a static condition. Thus, Bloomberg urges social workers to give up their primary skills in order to become systems change agents. What seems to be operating here is a failure to understand the possibilities of casework when its goal is autonomy. It is possible for the school social worker, when autonomy is the goal to work with the system but not for it.

Costin argues:

> In today's world the focus of school social work must be shifted away from a major emphasis on emotion, motivation, and personality and toward such cognitive areas as learning, thinking, and problem solving.[4]

However, if the individual's autonomy is not to be crushed the emphasis must be on the student's emotion, motivation and personality. To push the student into learning, thinking and problem solving means that the social worker has been coopted by the system, abdicating the possibility of helping students to achieve a firm and confident sense of self.

It will help if at this point a clinical example is introduced to show how various social work strategies might effectively approach a situation. Don was referred to the school social worker because of academic failure and chronic truancy. He presented himself as a tall, nice looking, blond freshman boy with a considerable amount of acne. He had been seen regularly for about four months on a scheduled twice a week basis. On occasions he did not show up, on other occasions the vagaries of the school schedule have interfered with

regular appointments. During most of the sessions he had been affectless, but obviously depressed. In more recent hours he had been able to express some anger at his mother's control and concern. His goals in school have changed over the years, from wanting to be a doctor, to wanting to be an architect, and quite recently to wanting to be an automobile mechanic. He saw both of the previous goals as being imposed by his mother, but the goal of becoming a mechanic as his own. As Don and the school social worker have discussed his failing grades it is clear that he spends his time in class day dreaming about automobiles. His immediate ambition is to purchase a 1967 T-Bird and is thinking about a summer job in order to earn enough money to buy one. He has few friends and spends his free time communicating with them over his CB radio. He has never mentioned girls. Testing shows Don to be in the superior range of intelligence.

Don's mother was interviewed. She proved to be a very attractive middle aged woman, blonde and willowy. She used her appearance and an attitude of feminine helplessness to stir up considerable feelings of sympathy for her. Her husband, Don's father, had been in the automobile business as a salesman for the local Ford agency. They separated when Don was eight. Then when Don was twelve years old, his father died suddenly and unexpectedly. She has been living on ADC ever since. She is very worried about Don, constantly phones the school to check on his grades and attendance. She is in other words "all over him," concerned, over-protective and seductive.

How would the various proposed school social work models deal with this situation? One of the models by Alderson is the school change model.

> The major focus of this model is dysfunctional conditions of the school -- that is those conditions that seem to pose barriers to enhancing the social and educational functioning of students and that actually serve to exacerbate or even create the student's difficulties. -- The school change model...carries with it a strong component of advocacy coupled with a stance that views the school itself as the target system.[3]

The social worker devoted to the school change model might in this case see himself as some sort of Assistant Superintendent in charge of Curriculum Development. Frequently this position exists in a school, usually filled by an educator with great experience in curriculum development and teaching experience. It is questionable that a social work background is better than the traditional education background, but no doubt the social worker in contact with troubled students has something to contribute. As a school change agent, he would make a careful assessment of troubled students and perhaps come to the conclusion that what would help Don and others like him would be a course in automotives. The school change agent would be delighted at the thought of serving many students rather than just Don. He would clearly have to make a careful survey of the cost-effectiveness of starting an automotive course. He might easily

find that there is an equal number of students who would benefit from a home economics course, and as cost effectiveness is crucial in any school system; he would soon find out that for the cost of one engine analyzer he could buy ten stoves. Being able to help ten students is clearly better than helping Don. End result: a course in home economics is instituted. Clearly the school change agent approach didn't help Don much. It could have been worse: he might have been harmed. This way he was simply ignored.

Another approach that is being pressed upon school social workers is the School in the Community Approach.

> The major goals of the community school model are to develop school programs that assists disadvantaged students, and to alleviate conditions that affect the child's learning and social functioning capacities with the school.[6]

Now some of this is publication work for which a particular social worker might have a flair, but certainly no special training. Another part deals with the plight of the disadvantaged student. Don's mother is living on ADC, hence such a worker concerned about the marginal conditions of ADC families might try to help his mother obtain employment. It is difficult to speculate what the outcome of such a strategy would be on Don. It might help him if it diverted some of mother's over-concern or it might have no effect on him at all. One thing is certain, this approach stretches the school's responsibility to a point usually left to other agencies. However, nothing stressing the individual is meant by the "School in The Community" approach. It is more likely that such a worker would work with local Chamber of Commerce or Welfare Rights Organization to help them understand the problems of the school - possibly using Don as an example, but doing little directly about Don.

Both of these approaches really diminish individual worth, feeling that it is a waste of valuable time. Certainly the time invested in individual help is great, but the school social worker is the only one in the school who can deal with the student on a one on one basis. Everything else is done in groups. The social worker is the one who can provide a place where the student can be heard as an individual. Are social workers to give this up to join the throng of teachers and administrators? Apparently some would gladly do so.

There is one last approach. It is the traditional casework approach. Alderson describes it as follows:

> The goals of this model are largely those of enabling the identified students to function more effectively within the school framework and make optimum use of their school experience.[7]

This model could encompass the functions of an advocate and of an ombudsman, as well as of a caseworker trying to operate in a supportive manner. If the assumption is made that the hypothetical school has an automotives course such a worker might maneuver Don into it. The strategy of the traditional caseworker would be to convince him (sometimes called caseworking him) or subtly to coerce him as a member of the Pupil Personnel Team into an automotives course. However, if Don is not ready to do this, more specifically if

such a course selection is not his own choice, accomplished under his own steam, this becomes the most dangerous of all the options described. Under these circumstances Don is almost certain to fail. He is after all failing everything else--because he dreams about automobiles. But these are dreams, dreams of powerful T-Birds, dreams of classy cars, dreams in the last analysis about his longing for his deceased father, dreams for masculinity, for power, for autonomy. To turn that dream into reality is to destroy it--even if he were to succeed in an automotives course. The reality of the automotives course has little to do with the dream Don holds on to.

The final model and the one advocated here, is a version of the clinical model -- one that is not the traditional clinical model. Here the caseworker would work with Don's dream. He would see him regularly in his office, and listen to his dream, his dream of a car, his dream of a father, his dream of being freed from an overpowering mother. Maybe, and only maybe, as his dream became focused in the office of the caseworker, and he got support for the underlying hope that he too, as his father did before him, can amount to something, maybe he will be able to stop dreaming about cars in English class. But maybe, also, he will drop out of school and try his luck as a mechanic, sick of the over-powering school which has become associated in his mind with an over-powering mother. This would be a more risky route for Don to choose -- but it would be his own.

What is advocated here is individual casework not in the traditional model but casework with a goal of autonomous functioning, wherever that autonomous functioning may lead the student. It must be fully understood by the school social worker that this goal is not "adaptation to what the school has to offer." By taking such a course the school social worker takes a somewhat risky position -- his goals are not easily understood by the school as a whole, and to survive working with the system but in a very crucial sense not for it takes constant interpretation and skill. This survival skill is comparable to the survival skill his client needs -- the skill to live within the system without being over-powered by it, the strength to be oneself.

Maybe Kozol working with black children in the slums of Boston summed it all up when he wrote:

> He battled for his existence. Like many defenseless humans he had to use whatever odd little weapons came to hand. Acting up at school was part of it. He was granted so little attention that he must have panicked repeatedly about the possibility that with a few slight mistakes he might simply stop existing or being seen at all. I imagine this is one reason why he seemed so often to invite a tongue lashing or a whipping. Doing anything at all that would make a teacher mad at him, scream at him, strike at him, would have been a kind of gratification, even if it was painful, that he actually was there. Other times outside of school, he might do things like pulling a fire alarm lever and then having the satisfaction of hearing the sirens and seeing the fire engines and knowing that it was all his own doing and to his own credit, so that at least he would have proof in that way that his hands and his arm

muscles, and his mischievous imagination actually did count for something measurable in the world. It was better than having no use at all.[8]

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H. FRANK BRULL is a school social work supervisor at New Trier Township High School West. He is also in the private practice of social work in Winnetka. Mr. Brull has published several articles in ADOLESCENT PSYCHIATRY and PSYCHOTHERAPY: THEORY, RESEARCH AND PRACTICE.

RESPONSE TO "A MODEL FOR SCHOOL SOCIAL WORK PRACTICE"

by John Alderson

Frank Brull in "A Model for School Social Work Practice" indicates that many attacks on the clinical practice of social work in the school have been due to a failure to recognize that the major goal of such service is that of promoting the autonomous functioning of the individual. He implies that the only point in the school at which a student can find a powerful sense of self and an enhancement of autonomy is through the clinical services of a school social worker. At one point Brull states, "The School Social Worker is the only one in the school who can deal with the student on a one-on-one basis." This statement and its implication that other human service professionals in the school are unable or unwilling to work with students on a one-on-one basis is erroneous and perhaps damaging. It seems damaging to the entire concept of the interprofessional nature of school social work to indicate and believe that the social worker is the only person in the schools who has the interest and the professional training to work one-on-one with students.

At another point he asserts, "If the individual's autonomy is not to be crushed then emotion, motivation, and personality is exactly where the emphasis must be and that to push the student into learning, thinking, and problem solving means that the social worker has been coopted by the system." While it is possible to over-emphasize the affective and de-emphasize cognitive processes, or emphasize cognitive at the expense of emotion, this appears to be a falsely dichotomous approach. Certainly, there is much emphasis in social work practice on cognition and problem solving. Examples of these are: task centered practice,[1] problem solving practice,[2] and the classic work by Helen Harris Perlman - SOCIAL CASEWORK: A PROBLEM SOLVING PROCESS.[3]

I was pleased that Mr. Brull had taken some of my descriptive work on models of school social work practice and used these in his analysis. My intent when writing the paper on models was the hope that it would promote discussion and possibly sound experimentation in school social work practice. It is important to emphasize that a model does strip away certain non-essentials in an effort to depict

reality, and is quite schematic in nature. It has been my belief that the models -- the traditional clinical, school change model, community-school model, and the social interaction model could function autonomously in particular school systems, but more likely would be combined in various ways in actual practice to deliver services in a specific school system.[4]

As regards the case of "Don," the data presented portrays a student with an emotional and/or psychic difficulty stemming primarily from earlier trauma and family related difficulties. There does seem to be a certain luxury involved in working with a student on a twice a week basis for an unspecified period of time. This could be done selectively by a school social worker, but would not seem feasible as a prevailing practice approach in light of the work demands faced by most school social workers. In reviewing the goals and possible outcomes for the therapy with Don, I would raise the question as to whether such intensive therapy could more appropriately be undertaken in a community mental health setting and/or possibly a family service agency which would relate fully to both Don and his mother. The school social worker could then function as a linkage/liaison person between the family, the agency, and the school, a role which has long been an accepted part of school social work practice.

Mr. Brull appears to be advocating an updating of the traditional-clinical model largely in terms of changing the goal to that of promoting autonomous functioning, but without taking cognizance of other ways of updating the model. As noted in the "models" paper, expansions and updating of the clinical model have occurred with a greater emphasis placed on advocacy, direct services, family group counseling, group work, educational efforts with school personnel, and an expanded consultative role.

To criticize a goal of autonomy is akin to the danger of critizing motherhood. However, a goal of autonomy coupled with that of responsibility would surely fit in with my thinking. Responsibility clearly includes involvement with others, and in the thinking of Glasser, involves the individual's meeting of his or her own needs in a manner which is not harmful or damaging to the needs of others.[5] I lean strongly toward some of Schwartz's conceptulizations in the mediating model. In this approach, it is essential that the social worker take a stance in helping both the student-client and the system to recognize common ground and work together. This is a strongly ecological/interactional perspective. While the primary focus is on education and maturation of the student, it is important to recognize that all the persons in the system are interacting with one another, are interdependent, and should work together in fostering development of all members of the system.[6]

Examples are provided in his paper of ways practitioners operating out of a school-change or a community-school model might work with Don. In his reference to the school-change model, it is difficult for me to see a school social worker functioning as "a sort of assistant superintendent" in charge of curriculum development. It would seem to be more appropriate in this model, and more in accord with social

work goals and values, for a social worker to work with administrators in charge of curriculum development, to point out unmet needs of students such as Don and to work toward developing the necessary resources to meet such needs.

In reference to comments about the community-school model, it is difficult for me to see how this can be conceived as largely "public relations work," or that social workers now graduating from schools of social work have no competence in community organization. Some of the suggestions made about assisting Don's mother to obtain employment, or working with a local chamber of commerce or a welfare rights organization might well be feasible approaches either for a community-school oriented social worker, or a generalist worker oriented towards working with all the various systems which may be affecting the client.

In reading the paper, there seems to be an either-or implication involved in the examination of various practice models. If school systems had the benefit of unlimited personnel to work with students experiencing social, emotional, and learning difficulties, I could envision a situation where most of the elements of all the various models are combined and utilized by social work and/or student personnel teams.

Clearly, most schools do not have all the personnel they need. It is necessary to set priorities. In this respect, I think the concepts developed by Pincus and Miniham are useful. These include attention to the client, target, and action systems. In this model, a target for change is selected in relation to each problem situation. The target system may be the individual client, but in other instances may be groups of students, family, community, and/or conditions within the school itself. In this model, the worker needs to utilize assessment which includes the major systems affecting the pupil and/or pupils, develop a target for change, and work with resource and action systems to facilitate the change process.[7]

An example of a combining of elements of descriptive practice models follows. It was developed for staff discussion, and utilizes components of the Traditional-Clinical, School Change, and Community-School models. The first page shows the three models, and the elements of each which would be dealt with. The remainder, which provides specifics for practice, follows. The proposed model is called the "Total Child Model":

Traditional-Clinical
School Change = Total Child
Community-School

The remaining pages provide practice specifics as follows:

"With a combination of these three models we may conclude that the role of the School Social Worker is to assist in the social, emotional, and educational development of the 'total child'." A basic understanding of human behavior is necessary for successful tri-level intervention to take place. The School Social Worker must be prepared to intervene at all three levels: 1) with clinical skills focusing on individual, group, or situational dysfunctioning; 2) with team

building, staff development and consultative/educative skills for institutional intervention; 3) with a combination of both including an awareness of community organization skill for effective integration of the pupil's environment as an integral part of the total picture.

Methodology for intervention on the tri-level of child, school and community is as follows:

I. Specific intervention when the child is identified as the target system (child system includes the family).

A. Meeting Social Needs

1. Coordination of the volunteer friend program
2. Group activities related to remediation of inappropriate social skills
3. "Youth Effectiveness Training"

B. Meeting Emotional Needs

1. Socio-behavioral evaluation for special education placement
2. Individual counseling
3. Family counseling and/or home intervention
4. Group counseling around specific needs or problem areas
5. Crisis intervention; problem solving at the points of stress and in the environment of stress (i.e. school, home, etc.)
6. Child management training for acquisition of socio-emotional skills to be used in the family setting

C. Meeting Socio-Economic Needs

1. Provision of shoes and clothing
2. Information and referral pertaining to other life support services i.e. dental health program for underprivileged students.

II. Specific interventions when the school is identified as the target system:

A. Consultation and education at the institutional level i.e. staff development.

B. Program Evaluation

C. Mediation and negotiation between client systems (child - school - community)

D. Interdisciplinary referral and resource sharing through the use of Pupil Personnel Services

III. Specific interventions when the community is identified as the target system:

A. Facilitating representative participation in P.T.O. (community-school workshops)

B. Assessment of community resources

C. Mediation and negotiation between client systems (child - school - community)

D. Effective balanced use of community resources

E. Coordination of community social welfare agencies to best meet the needs of the child and school client system

F. Aiding in the development of resources not currently available in the community" [5]

In the paper preceding this commentary, I have described an approach to differentiated social work staffing. This model provides for involvement with individual students and families in situations of higher risk, vulnerability, and complexity. It also enables response to school and community conditions. It is my belief that this model, as well as other models of social work practice, can be developed which serve individual needs while at the same time addressing school and community conditions which interfere with student learning.

I found myself in unreserved agreement with Mr. Brull on the need for school social workers to have survival skills. Without question, effective social workers possess these skills. The skill he describes is extremely important: that of living within the system without being overpowered by it. Nothing seems to be coming through more strongly in school social work than the necessity to not only live in and be a part of the system, but also be an agent for change within that system on behalf of the student-client.

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A PERSPECTIVE ON "THE MANY FACES OF SCHOOL SOCIAL WORK"

By John Alderson

The following article is based on a presentation by the author as part of the program, "The Many Faces of School Social Work" sponsored by NASW at the 104th Annual Forum of the National Conference on Social Welfare, Chicago, Illinois, May 17, 1977. "The Many Faces of School Social Work" evokes an image of diversity of social work practice in schools and the patchwork quilt of school social work as it is practiced about the country. School social work in some states, and some communities, has developed a coherent direction and pattern. However, when viewed nationally as a service delivery system one is struck by the unevenness in coverage, the differences in philosophy, training, direction, goals, knowledge utilized, and names given to the practice of social work in schools.

Forces at work in the latter part of the 1970's contrast sharply with the turbulent social reform efforts of the 1960's. During those years social work responded with increased efforts directed toward advocacy, social action and social reform. However, more recently, shrinking budgets, a strong conservative trend, the drive for accountability and disappointment over lack of real social progress are factors producing a trend away from growth in social programs and social reform efforts. A period of retrenchment is at hand. The test for school social work is that of identifying, synthesizing and implementing in practice both proven knowledge and methods and new directions based on more recent developments in knowledge, skills and methods of service delivery.

The "Many Faces" theme gives rise to several questions:

1. Should school social work have "many faces?" Should it present a unitary face? Is there a danger that school social work will be "two-faced" or multi-faced?

2. Our roots are showing. Our historical roots have given rise to a number of conflicting ideational currents. Should we hide these, cover them over, bury them? Should our heritage be ignored and an entirely new direction forged?

3. Can school social work resolve its problems through a "face lift," such as is done frequently on automobiles through minor

appearance changes? Or does it need a major overhaul, or even a new chassis?

4. How visible should the school social worker be? Does school social work dare to show its face?

The answer to the last question seems obvious. School social workers must have visibility. I was struck, however, by the following quote from the notes of a social work student who had spent some time in an observational experience with a school social worker: "I got the impression from my discussion with Ms. H. that she had a rather invisible place in the schools. During our discussion I asked her if she had introduced herself to the staff at a Staff Meeting, and she explained that she hadn't got around to it yet. She had not introduced herself to the students, nor did she intend to because she felt that if she did she wouldn't be able to observe them unnoticed. I beg to differ with this position. I believe that too many people in the helping services are inaccessible to those who need them the most. In order to function as a change agent and ombudsman a SSW must be a very visible person, otherwise it would be impossible to get the support or to find out the problems of the students, parents, staff, and community as a whole."

Granted, this is probably an unusual situation. But, how often is the question heard, "What is school social work? I have never heard of it." Or, "Isn't school social work a new program in the schools?"

The student quoted above emphasizes a crucial point related to visibility: that of making services readily available. Other factors could be mentioned. The survival of a school social work program depends on support of colleagues, administrators, school boards and the community, especially during a time of scarce funds and competition for existing educational dollar resources. Confidence of consumers and professional colleagues is essential; the visibility of sound practice and well conceived public relations efforts is important for maintaining and building services. Knowledge of students and parents about the availability of services can result in increased self referrals. Residualism can be reduced by the worker engaging in a range of activities related to students on other than a referral basis, such as collaborating with teachers in classroom activities with students, and other selected activities which relate to the ongoing school program.

Roots - and Role Confusion

A search for viable modes of service delivery has been the most evident surge in school social work during the 1960's and continuing into the 1970's. The historical roots of school social work continue to influence, and complicate, a coherent definition of school social work practice. In the interest of brevity, some of these influences will be noted in sweeping and somewhat oversimplified fashion.

School social work arose almost simultaneously in three communities - Boston, New York City and Hartford, Connecticut in 1906 and 1907. Some of the conditions and changes which brought

about school social work services were the following:

1. An enlarging school population and compulsory attendance
2. The concept of individual differences
3. A shift of concern over the intellectual life of the child to concern for the whole child, and an attempt to adapt the school program to the actual needs of the growing child
4. The concern of sociologists and social workers with how the environment might be changed to meet individual needs[1]

Most of these conditions still exist as important factors in the continuing need for school social work services. In New York and Boston, the child welfare roots of school social work were particularly in evidence, since in these cities the first assignment of social workers to schools arose from a desire to help "underprivileged children." In New York, settlement workers from two settlement houses assigned two social workers to visit schools and homes and to work closely with schools and other community groups. In Boston, a similar pattern for establishing a program of school visits was evident, although in this case the Women's Education Association initiated the program. In Hartford, school social work began in conjunction with the Psychological Clinic.

Compulsory attendance laws provided the impetus for many programs, and certainly attendance problems represent symptoms that may come within the province of social work. However, in some programs it was evident that the school social worker was often confused with the truant officer. In addition, due to anxiety about becoming accepted, many school social workers diluted their effectiveness through unclear definitions of role and in attempting to be "all things to all people."[2]

Compulsory attendance laws had additional impact by producing a heightened awareness of the fact that, due to various handicapping conditions, large numbers of children were not meeting the minimum attendance requirements. Recognition of this was a definite factor in furthering the development of school social work and other specialized programs as educators strove to meet the goal of a common school education for all children.

School social work has suffered and still suffers from "growing pains," identity crises and struggles. Various confusions of role-definition and function have occurred in part due to historical antecedents and influences already described. In some schools the social worker role has resembled that of a community social welfare worker, in others there has been a resemblance to a clinical mode akin to the child guidance clinic model.

Legislation - Mandatory and Enabling

Legal mandates, such as compulsory education, have had a major influence on the development of social work in schools. Indeed, enabling legislation for the provision of school social work services arose in most states out of school attendance laws. Mandatory requirements for special education services and/or pupil or student

personnel services not only have assisted in the development of more comprehensive services, but have often brought about, even forced, role change and adaptations on the part of school social workers. In Illinois, as an example, the advent over a decade ago of mandatory special education produced numerous role adaptations on the part of school social workers and school social work programs. Many school districts, lacking in social work staff, recognized the impossibility of implementing the law with existing programs. Many cooperative groupings of school districts were formed in order to share and utilize existing scarce specialized services. This produced disruption of role patterns for some school social workers who had largely utilized a casework approach as major means of service delivery. In a number of instances, I observed effective and creative service delivery adaptations, including a shift to more extensive use of consultation with administrators and teachers, more use of short term interventions with pupils and families, more effective linkages with community agencies and efforts to develop new community services. Indirect services approach received greater emphasis, while the liaison/linkage role of the school social worker between and within school, home and community was strengthened.

The preceding brief "case history" is cited in an effort to illustrate the manner in which mandatory legislation may produce, even force, role adaptations.

Other examples of how legislation brings about role change could be cited, including Head Start, Follow Through and others. The Education for Handicapped Children Act (P.L. 94-142) mandates free appropriate education for all handicapped children between the ages of 3-18 by September 1, 1978. Massive and profound in its intent, the provision for supportive services, including social work, is commendable. The lobbying efforts and expert testimony of school social workers at hearings helped assure a strong role for school social work in the implementation of P.L. 94-142.[3] Obviously this act has strong implications for school social work services. Potentially, it can utilize social work skills in psychosocial assessment, counseling with pupils and families, liaison/linkage with school, home and community and utilization and development of community resources. In addition, it provides a mandate for student services teams to work together effectively. Some school systems are becoming concerned about time consuming aspects of student service team meetings especially in order to implement due process requirements. The potential danger of becoming "over-teamed" is pressuring some schools to experiment and develop more streamlined and efficient team operations.

Tax Priorities in Service Delivery

Task prioritization remains a difficult, complex issue for school social workers. While it is difficult to ascertain the degree to which the school system exerts constraints on the functioning of the social worker and, consequently to what extent the social worker is able to

pursue tasks along the lines of the priorities which he determines as of greatest importance, it is evident that school social workers often experience severe role strain.

A quick review of several research reports may bring this problem to fuller perspective. Costin, in her landmark study of tasks in school social work, concluded that the concept of social work held by M.S.W. respondents in her study population was reflective of the way school social work was defined in the professional literature of the 1940's and 1950's. This definition was largely that of a clinically oriented caseworker, with little or no general response "to the concerns expressed in both education and social work literature of the 1960's in relation to the learning problems of many unsuccessful school children and youth, the underlying conditions in the school, neighborhood, and community which contribute to these difficulties, or new approaches to use in the delivery of services to them."[4] Another finding was that the respondents were reluctant to delegate tasks that they considered important.[5]

Approximately five years later, a partial replication of Costin's study was conducted; school social workers in Florida were the population from which data was gathered. The major findings from this study, with data gathered from a more diverse population (workers with M.S.W. degree, and Master's and Bachelor's degrees from programs other than social work) indicated a conception of tasks more reflective of the literature of the 1960's and 1970's with high importance placed on areas of leadership and influencing policies within the school setting; casework services and clinical treatment of children ranked low in the study. There was also evidence that social workers at the Masters degree level were more willing to delegate tasks and to assume leadership positions in developing programs for differentiated staffings in school social work programs appeared brighter than when the Costin study was completed.[6]

Flynn compared perceptions of student services staff, principals instructional specialists and teachers as to how they viewed social work tasks. Pupil personnel staff groups did not essentially differ from building personnel in their rankings of the nine orientations developed by Costin. Although respondents on the students services staff rated broader systems and policy interventions higher than all other groups--they ranked these orientations lowest among their own priorities. Flynn concludes, "...it is frequently alleged that social work intervention beyond the level of individual child control are stifled or thwarted by the school system itself. On the contrary, these findings suggest that the very rankings of priorities by pupil personnel staff themselves are a barrier to broader systems interventions."[7]

Meares, in another replication of the Costin study, concludes that school social work is in a transition from a predominantly clinical-casework approach to that of home-school-community liaison and educational counseling with the child and his parents. Results did not indicate a strong emphasis on identifying target groups of children or changing adverse conditions in the school and its

community. There continued to be general reluctance to delegate tasks which were regarded as important.[8]

While these pieces of research provide some conflicting conclusions there are some noteworthy generalizations. School social work does appear to be going through a transition period, with an evolving approach in which the linkage role of the school social worker in relation to pupil-school-and community is receiving greater emphasis. There is evidence that school social workers are reluctant to delegate high priority tasks or to take on roles calling for broader systems interventions.

Differentiated Staffing - An Approach to Service Delivery

A three year training project recently funded by the National Institute of Mental Health will serve to illustrate some of my thinking about an approach to service delivery in the schools.[9] Due to the fact that the project only began in July, 1977, only a brief description of the project is now possible, with evaluation to come about later.

A key innovative and experimental aspect of this training is the training of social work students to work in a differentially staffed social work service team which utilizes four levels of social work staff ranging from the Master's level social worker through the social service aide. In addition to training social work students to focus upon students in need of assistance by the social work team, this program will also intervene with the basic social systems in which the children function, i.e. the school, the home and the community. A major objective is to operationalize and develop a model for training social work students in differential use of social work staff which incorporates features associated with the Southern Regional Education Board (SREB)[10]and the "Episode of Services"[11](EOS) models.

It might seem to be folly, in view of findings cited from two studies indicating that school social workers are reluctant to delegate responsibilities to lesser trained workers, to propose a differentiated staffing project. The response that I would make to this is to emphasize the potential values of differentiated staffing and the necessity to test out concepts for differential use of social work staff in planful manner with sound evaluation measures as to the functioning and effectiveness of such an approach.

As background, it should be noted that even though interdisciplinary pupil personnel teams have been a part of school systems for many years, the use of a complete four level differentially staffed team of social service personnel has not evidently as yet been demonstrated and evaluated. There have been scattered reports of the use of social work aides, generally idigenous to the community, with a high school education or less, working under the supervision of trained professional social workers.[12] Smith wrote of the need for differentiated staffing in school social work and described several approaches to differentiated staffing. He emphasized the potential

for the Southern Regional Educational Board development model, and provided examples of possible use of these concepts in deploying staff.[13]

Certain advantages of differentiated staffing have been identified: (1) the use of paraprofessional personnel frees MSW personnel from many work activities that realistically do not require this level of education, (2) through use of various levels of personnel, an expansion of the range of social services can occur, and (3) the use of teams promotes a focus on GOALS of the organization and the service, rather than a MEANS of service provision.[14] An additional advantage is that the use of differential levels of staff can provide a new and fresh perspective on meeting client need based on the different functions and viewpoints of the team members.

Approaches to utilizing staff differentially have included the following factors as units for differentiation: (1) the case (2) the task (3) worker qualities (4) organizational factors or the unit of service (5) client vulnerability and worker autonomy and (6) the episode of service approach.[15] Of these, one of the more promising is the Episode of Service Approach (EPS).

The Episode of Service approach is probably the most highly refined and sophisticated conceptualization yet formulated for differential use of social work personnel. The EOS is a cluster of activities that a single worker or a group of workers performs to fulfill a single goal. The EOS is goal, time and evaluation oriented, providing a flexibility of boundaries and is not tied to narrow considerations that would relate only to one worker, to one case, or to a single task. There is a sequencing of tasks and a clustering of activities that move along with changes in the case. Maneuverability and goal orientation are its great assets.[16]

Another approach, commonly designated as the Southern Regional Educational Board (SREB), will be used to determine the activity of the various worker levels to reach identified goals. The project proposes to combine elements of the Episodes of Service approach and the SREB model. The SREB approach to differential staffing is developmental in nature in that it is client centered and/or agency objective centered. The team members utilize whatever roles are necessary to meet the needs of client or client groups. A fundamental notion is that jobs are extracted from objectives which are based on clients' needs rather than rigid job descriptions. Worker roles identified by SREB are: outreach worker, broker, advocate, evaluator, teacher, behavior changer, mobilizer, consultant, community planner, caregiver, data manager and administrator. I would add mediator and enabler to this list. In this model, any given worker may carry out one or more of these roles on the differentially staffed team.[17] Each of the roles is divided into four levels of complexity as related to worker training and competence. For this project, theses are (a) Social Service Aide - the new careerist or person without formalized educational training, such as an indigenous worker, (b) Social Service Technician - the A.S. or A.A. trained human service worker, (c) Social Worker - B.S.W. level

professional and (d) Graduate Social Worker - M.S.W. level professional.[18]

Dolgoff has suggested the notion of role clustering to meet certain objectives. This training project will develop a concept of clustering roles as related to the various levels and competencies of the differentiated staff. These will be tested out as part of the project. One example of clustering as identified by Dolgoff is the following. If the objective is that of facilitating linkages and communication, a possible clustering of roles would be that of mediator, conciliator and broker.[19]

Based on these roles, the following will serve to exemplify the possible functioning of a social work team in the schools. It should be recognized, however, that in actual practice there may be variations from this. One of the important concepts of differentiated staffing is that of mobility; tasks should not be based purely on educational attainment, but on performance capability.

The Differentially Staffed School Social Work Team

Graduate Social Worker (M.S.W.) - School social worker, generally operates on an indirect services level; functions as team leader, assistant to team leader, or as a person with competencies to work with clients or situations of higher risk or complexity. This latter may involve direct services. Roles utilized would include:
mobilizer of in school and community resources;
evaluator of resources, of school and community to most effectively meet pupil needs, and of the effectiveness of team's functioning;
teacher and consultant--especially to other team members, school administration, and teacher groups;
data manager--to aid in evaluation and ensure accountability;
administrator--of the team;
mediator--liaison--between team and school administration and others.

Social Worker (B.S.W.) - Generalist in all aspects of services. Would perform all roles, but would largely work on direct services level in meeting needs of pupils and families.
Roles would include:
care giver and behavior changer to clients:
broker--bringing people and services together both within and outside the schools;
teacher--to clients and school personnel, especially individual teachers;
advocate--ombudsman in relation to individual clients.

Social Service
Technician (A.S. or A.A.) - This person may concentrate on certain areas in which he has become highly skilled, especially in

situations identified as having lower risk and complexity. This person might, for example, function in a caregiver role (almost like a big brother or sister) to individual pupils or groups who have deprivation in relationship opportunities with caring adults. Other possibilities are certainly present.

Social Service

Aide - The social services aide would function largely in an outreach capacity to the community, observing, communicating, evaluating, and bringing in community viewpoints and problems. Functions such as transporting pupils to community agencies, and assisting other school personnel in initiating contact with families or other segments of the community would also be important.

It is evident that the profession of the social worker has shown great interest in differentiated staffing. It is also apparent that many questions remain unanswered and innovative approaches are necessary. The use of paraprofessional manpower grew out of the upheavals of the sixties; however, the interest has diminished in light of the changing economic situation. A mandate remains to test out the effectiveness of the team approach and to develop patterns which will provide equal or better services, more extensive services at a qualitatively high level and at potentially lesser cost.

Conclusion:

A response is in order to several questions posed earlier. In the sense that the many faces of school social work have been produced by a lack of a unified coherent base for service delivery, it would seem that there are too many faces, and that this is a problem for school social work. On the other hand, it is necessary that school social work present a number of faces, or service delivery patterns, as it tailors programs to meet particular student-school-community needs and characteristics. These patterns are justified when based on a sound foundation of professional knowledge, ethics and goals/objectives for school social work practice.

School social work needs more than a "face lift." There is promise that the work of the NASW Task Force on Social Work in Schools in developing "Standards for Social Work Practice in Schools"[20] will produce a document that school social workers/educators throughout the country can rally around. Such a statement could be widely used to interpret and spur the development of sound programs.

During this period of search it is incumbent on the individual school social worker to identify a practice model or service delivery design suited to the particular school and community within which he practices. The model chosen must be reconciled with the orientation and goals of the school system and negotiated with school personnel.

Our roots are showing - as they must and as they should. Our child welfare mental health and attendance emphases are worthwhile

antecedents. What is needed is an integration and synthesis of these roots with current knowledge adapted to current conditions.

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DUE PROCESS: Implications For Social Workers in the Schools

by Nancy Banchy

Due process is not new in the history of the United States; however, its application to education is of recent origins. The procedures and policies developed in school systems to assure that due process for students indeed occurs have implications for those individuals who must implement them. School social workers in many systems have traditionally played a key role in facilitating the provision of special education services to handicapped children, and therefore it is not surprising that this practice has been significantly affected by guidelines developed to ensure due process and parent involvement in education decision making.

The purposes of this article are threefold: To demonstrate that social work values and principles are consistent with the philosophy underlying due process and the involvement of students and parents in education decision making; to illustrate the unique contribution that school social workers are able to make in implementation of related policies and procedures; and to suggest that the consequences can enrich opportunities for providing social work services to children and families. Before examining the body of social work knowledge and principles in support of these contentions, it will be helpful to briefly review the recent movement that has assured the educational rights of handicapped children and their parents or guardians.

Events of the 1960's and 1970's have brought to the fore the demands of disenfranchised groups in our society for recognition of their "rights." While rights of children have been the last to be recognized, perhaps, because their adult caretakers perceived few as extending to them, the question of children's rights has been urgently raised in recent years. Central to this question was the role schools have played in ignoring them. The arbitrary suspension of children from school and the exclusion of many more have been rightly deplored.

It is now a matter of public policy that the public school must provide every child with the opportunity for a free, appropriate education. The Courts have upheld this right for children in the face of abuses:

> In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide, is a right which must be available to all on equal terms. (BROWN V. BOARD OF EDUCATION, 1954.)

> There is no question that the plaintiff will suffer irreparable harm if her school career is permanently terminated and this may well result if her indefinite expulsion continues...No authority is needed for the fundamental American principle that a public school education through high school is a basic right of all citizens. (COOK V. EDWARDS, 1972)

This right is, of course, extended to handicapped children as well, who in the past have been all too often excluded through the rationale that their mental or physical conditions precluded their school attendance or ability to study. Among litigation affirming this right for handicapped children is (MARYLAND ASSOCIATION FOR RETARDED CHILDREN V. STATE OF MARYLAND, 1974:)

> The Court declares that it is the established policy of the State of Maryland to provide a free education to all persons between the ages of five and twenty years, and this includes children with handicaps, and particularly mentally retarded children, regardless of how severely and profoundly retarded they may be.

While it has been established that in the past many handicapped children have been deprived of an education, those that were served were often "labeled" in order to assure that funds were allotted to provide the specialized educational programming needed. Labeling of children may be necessary in order to obtain special benefits, but the negative effects must be recognized: stigmatization, development of stereotyped behavioral expectations, and inappropriate educational placements based upon a "label." If it is accepted that such "labeling" may under these circumstances be necessary, it is equally essential that there be full acceptance of due process procedures that can act as safeguards to control these practices.

The right to due process emanates from the Fifth and Fourteenth Amendments of the U.S. Constitution. The Fifth Amendment states that no person shall "be deprived of life, liberty, or property, without due process of law," and the Fourteenth Amendment states that "no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law." Thus, after the establishment of the right of children to education, provisions for due process when these rights were abrogated began to appear in state and federal statutes. Finally, all states were mandated to include due process procedures in their plans for the education of handicapped children in order to receive funds from federally sponsored programs in Public Law 93-380 and

further delineated in PL 94-142, 1975. Specifically, this legislation requires the state to ensure that there are procedural safeguards for children and parents prior to any assessment or educational placement change; that parents and students will have the right to be heard in an impartial due process hearing as well as to examine all relevant records; and that parents will have the right to an independent evaluation. PL 94-142 further requires an individualized written educational plan for each handicapped student; and that parents will receive periodic written notices of their child's progress in reaching the goals well within specified time limits and with adequate documentation.

Minimal due process procedures have been outlined in A PRIMER ON DUE PROCESS: EDUCATION DECISIONS FOR HANDICAPPED CHILDREN; written notification before evaluation in the primary language of the family; written notice before change in educational placement; periodic reviews after placement; opportunity for impartial hearing; assignment of surrogate parents where necessary; and access to educational records. It is emphasized, however, that a combination of formal procedures and informal negotiations may avoid the need for a hearing. If parents and students are fully aware of their rights and responsibilities and actively involved in any decision making that affects them, it is more likely that these informal negotiations are enhanced.[1]

Public Laws 93-380 and 94-142 have another significant requirement: that handicapped children are educated with non-handicapped children wherever possible, and that an alternative is utilized only when the severity of the handicap prevents education in regular classes. This placement in the least restrictive alternative educational setting and due process are closely related. Due process procedures require schools to provide a continuum of services for handicapped children, and to assure that placements are made in that setting which is least restrictive. Further, due process ensures that special education placements are not arbitrarily made without supporting data and it ensures that periodic reviews are held which enhance the possibility that students in special education programs may return to regular education.

The underlying values of the social work profession are respect for the worth and dignity of the individual and the concern that the individual has the opportunity to realize full potential as a socially contributive person. Indeed, school social workers have always been committed to using their skills and knowledge to enable children to maximize their educational opportunities. Therefore, the movement which has firmly established the basic right of all children to an education that will further this realization of potential, and the concomitant policies and procedures developed to safeguard it, is entirely consistent with the goals of the profession.

It is also interesting to note the similarities of the value orientation on which the concept of the "least restrictive alternative" is based. That alternative which least restricts the opportunity of the individual to develop as fully (or normally) as possible is most highly valued.

Thus, the goal in providing the least restrictive alternative--that alternative most like the child's peers--is to maximize the development and realization of potential. Such a congruency of values allows the school social worker to be fully responsive to the attainment of this goal, as well as to the expansion of options among the continuum of services for handicapped children.

Social work has as its basic tenet, the right of the individual to make personal choices or decisions. The literature of the profession is replete with references to the concept of self-determination:

> The essence of self-determination is precisely this: That the individual should take cognizance of what he feels and thinks, wants and does not want, and of the possible results of both, and that, then, he should decide upon or mobilize himself to a choice of action or circumstance.[2]

> Because each person is considered to be important and of inestimable value there is a strong belief in individual responsibility and the related concept of the importance of individual participation in one's destiny.[3]

The common phrase used to describe this generally accepted principle is "helping people help themselves."

The issue concerns not only the right of the individual, but moreover, Helen Harris Perlman said, "We can help with a problem through the person who has it. We must start with the troubled person's center of concern, with what at least at first he feels is crucial."[4] Is it possible to think of decisions and planning without taking into consideration the views of the person affected? There is no doubt but that an individual has greater commitment to a plan or program if there has been involvement in that planning.

Not only do social workers recognize the need of personal involvement in the decision-making process, but the positive consequences that can result from it. The experience of involvement in decision-making, or problem-solving, can, in itself, be ego-enhancing. Although couched in terms of treatment, the following has applicability to educational planning:

> His aim is to help the client make the new experience growth producing. The client will experience delight in the expansion of his ego and be better able to cope with later crises. The educational concept, the use of repetition toward mastery, is basic to the maturational process.[5]

Helen Harris Perlman states in SOCIAL CASEWORK: A PROBLEM SOLVING PROCESS:

> It is necessary that the fullest capacities and potentials in the client himself be utilized and that he be fully engaged in the effort

to work out his conflict or problem situation...Only the exercise of a person's own powers in problem solving, then, develops self-direction and self-dependence.[6]

The individual is thus able to see the self as a potential force in shaping one's life and learns to take personal responsibility for behavior avoiding the feelings of powerlessness and desperation which follows the relinquishing of rights and responsibilities to the authority of others.

With such principles underlying their training, social workers should be the first to advocate for parents' and students' involvement. School social workers, moreover, have unique contributions to make in implementing policies and procedures related to education decision-making. It is not enough to involve parents or students on purely an intellectual basis. Parents of handicapped children, and the children themselves, bring significant feelings to that process. Social workers have been trained to be cognizant of, and relate to, the affective domain. Referring to social workers, Helen Perlman states that they "...must elicit and often deal with such feelings so that they may implement rather than obstruct the client's work on his problem."[7] Social workers, in fact, recognize that the parent or student, by fact of their situation and their need for the "problem-solving" are uncomfortable and uncertain and, therefore, need empathic understanding. "The worker demonstrates," writes Helen Perlman regarding the worker-client relationship, "that he is at one with the client--that he is feeling not like him, but with him."[8]

Relating to feelings, as well as to the facts of the situation, is a valuable skill in involving parents. The need to communicate clearly is also very important in the process and social workers have been trained in communication skills. Moreover, integral to social work practice is the dictum "begin where the client is." Social workers can act as an interpreter in assuring that not only are feelings considered, but that the language of the process is understandable to the parent and student.

Social workers are also in a key position to reach out to those parents who do not feel comfortable in the school or, due to the exigencies of their life situations, are not readily able to attend school conferences and other activities. There is a significant group of parents for whom involvement necessitates outreach and recruitment. School social workers not only are already reaching out, but have accumulated years of experience and "know how" in so doing; they are in a unique position to act as "watchguards" to assure that this group is involved in the educational process. Finally, parents and students, inexperienced in their new roles, may be in awe of the system and the process. The supportive role--which is the thrust of social work practice--can be of inestimable help in assuring the successful outcome of the process.

The core of social work training is problem-solving, which is in essence decision-making. The steps are the same: ascertain, clarify,

and examine the facts; evaluate the alternatives and their consequences; and make a choice or decision. Ruth Smalley speaks of the similarities:

> All social work processes, to be effective as processes in social work, require the use of relationship to engage others in making and acting on choices or decisions as the core of working toward the accomplishment of a purpose identified as own purpose within the purpose of the service being offered.[9]

Social workers have the skills to facilitate this decision-making process in a group, by utilizing, for example, the multidisciplinary team. However, these same skills may also be used to aid the parent and student in their roles as decision makers.

Encouraging parents and students in the decision-making process does not preclude the social worker, and other school personnel, from sharing their expertise in educational matters. This is certainly compatible with social work theory.

> The worker recommends, suggests, or implies by his questions the objectives toward which the client may strive and concrete measures by which the client may achieve his objectives. He thus leaves the decision-making responsibility to the client.[10]

Certainly social workers can use their skills in increasing the parents and students knowledge about the current situation, educational programs and policies, and can suggest alternative choices and predict consequences. While it is quite possible that the parent's or student's ultimate decision may be at variance with that of the social worker's and other school personnel, social workers should continue to serve as advocates for the parents in their attainment of their due process rights, even though advocacy for the parent's decision is not compatible with their professional judgment.

Sound decisions can only be based on valid and relevant data. Social workers have a unique contribution to the assessment process--the dynamic diagnosis. They have been trained to take a cross-sectional view of all of the forces interacting in the individual's situation. According to Helen Perlman:

> The dynamic diagnosis seeks to establish what the trouble is, what psychological, physical, or social factors contribute to (or cause) it, what effect it has on the individual's well-being (and that of others), what solution is sought, and what means exist within the client, his situation, and organized services and resources by which the problem may be affected.[11]

When describing her view of the individual, Perlman said, "...he is a product in process, so to speak of his constitutional makeup, his physical experience, his present perceptions and reactions, and even his future aspirations."[12] The need for such a total perspective has

been exacerbated by the recognition in recent years that assessments of children who are culturally different and are from disadvantaged backgrounds are not valid, if only an evaluation of academic functioning through culturally biased measures of IQ is utilized in making educational plans.

It is realized that sociocultural characteristics, environmental influences, past and present experiences, educational opportunities, physical and psychological characteristics, and parental expectations are all relevant factors to be considered in making judgements affecting educational planning for children. Social workers have particular expertise to bring to this broadened assessment process. Although social workers bring to the assessment process a unique perspective, they must also be alert to limiting the data presented to relevant areas in order to permit an adequate assessment to be made and responsible decisions to be arrived at. Francis J. Turner has emphasized this point:

> In both psychological study and diagnosis the law of parsimony applies. Only that amount of information is required which is necessary to reach the conclusion demanded by the situation. [13]

Helen Perlman similarily has cautioned us when she said, "The nature of the problem brought for help will determine, among other factors, what kinds of knowledge are necessary and how 'whole' the understanding of him needs to be." [14]

Inherent in the problem-solving process for which social workers are trained is the assumption that it enhances ego-functioning. There should be unqualified agreement that how the assessment is presented in any situation, should help individuals achieve new, more positive perceptions of themselves and their situation, and should focus on their strengths rather than weakness or pathology.

Social workers should be able to serve as models in focusing on the educational needs of students and the resources in various educational environments (or lack of them) to meet the identified needs. Such an approach avoids "blaming" the student for not meeting established criteria for educational programs. It immediately frees the parent and student from finding refuge in defensive stances and allows for the collaboration necessary for decision-making.

Social workers have traditionally recognized their responsibility to affect positive change in the individual, in the agency or institution which they represent and in the community. There have been changes in the delivery of services to handicapped students in past years in Special Education. Due process has brought changes that are entirely consistent with general social work principles: de-labeling children, self-determination of students and parents, increase in educational alternatives, and fairer decision-making processes. Bringing parents into the educational process, demanding accountability in educational programs, and opening the decision-making process for review, offer great possibilities for further change on behalf of children. Certainly there has been a

significant increase in the educational options available for children within the past decade and social workers have in many times brought the need for such services to the fore. The collaboration with parents, and participation in multidisciplinary teams will serve to enhance effectiveness in facilitating positive change.

As social workers in the school system, their work is related to the larger process of education but they, also, have the responsibility to assess continuously whether practices and policies are responsive to the welfare of children. Ruth Smalley addresses this issue in THEORY FOR SOCIAL WORK PRACTICE:

> And here each social worker has an obligation to assess continuously his own service agency from his own vantage point, as worker within it, and to share his findings through appropriate channels toward his agency's change, expansion, or decrease in line within the public interest--the interest of all of the public. [15]

The appropriate channels are available to social workers and the opportunities provided through due process procedures and parent and student involvement in education decision-making should enhance opportunities to fulfill this responsibility.

Thus, opportunities for sound social work practice abound and concomitantly, the skills and knowledge of social workers are increasingly valuable in the delivery of services to handicapped children and their families. There are, however, less esoteric implications for practice: an increase in responsibilities for social workers, a need for more "paper work" or clerical tasks to provide documentation and at times a slower, albeit more just, process for planning and placement. All of this at a time when allocations for professionals and auxiliary staffs are decreasing. These latter implications will require creative and astute problem-solving and a concentrated effort to prioritize social work tasks and responsibilities.

Concurrently, school social workers must continue to increase problem-solving and assessment skills, and perhaps, turn to their own profession's body of knowledge for review and revitalization. They have for too long retreated to other professions in their quest for knowledge--forgetting the wisdom and relevance of their own. Their relative professional isolation demands that they remain conscious of their own rich heritage.

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THE S.C.A.P.P. PROGRAM FOR MARKETING SOCIAL WORK SERVICES IN THE SCHOOLS

by Richard Anderson
and David Rosen

Many professional workers providing social services in the public school setting have observed that rising costs, tight budgets, a "return to the basics," and related factors tend to reduce or even eliminate school social work services. This paper presents an outline guide for addressing this problem by local staff members involved. It is a distillation of practice wisdom, gathered from dozens of school social workers in Illinois and Georgia.

School social services are those activities which address the many factors in children's lives which may interfere with their ability to be optimum learners, with their legal right to attend school and to receive a (free) public education. Ordinarily these service activities are characterized as non-instructional. While it is stressed that social work services address the social and behavioral foundation upon which instruction rests, pupils must have attained a reasonable degree of comfort, satisfaction and success in their own lives for them to be able to learn well; otherwise the teaching is done in relative learning vacuum.

Our nation's children are only younger humans of varying sizes and shapes and colors. They may not be successfully processed through the educational system without their willful participation. When this willful participation is lacking or impaired we then fit pupils into one of many categories called problems. It is generally considered effective school social work practice to strive for early identification and assistance for pupils with problems, thereby eliminating or modifying the effects on the children.

Children's school and learning problems are like the common cold. There is no vaccine for their prevention. One can catch a cold repeatedly and likewise children may experience the same problems repeatedly. Furthermore, like the common cold, simple learning problems can become acute, major difficulties when left unattended. It is also apparent that there are certain environmental conditions which tend to reduce the incidence and effects of the illness or the school problem.

Children's school problems are not contagious in the same sense as a physical illness. We do know there are social conditions which foster their spread. Schools and communities can experience epidemic-like situations which create conditions in the schools from which children may suffer. There are no remedies like aspirin or antihistamine to relieve the symptoms of children's problems in school. Obviously, some pupil problems originate in the institutional setting of the school, others begin with difficulties found in the family, the community, or the pupil. The best remedy seems to be the investment of the school staff members in analyzing, modifying or eliminating the conditions which inhibit the positive growth and development of children. To lead and coordinate this task is the function of the school social service.

Since assessment is the precurser to therapy or intervention, the ability to properly assess problems is a major skill required of school social services. It is rare that a child's problems which interfere with learning are created overnight, so it is equally rare that they can be resolved in a day. The same logic suggests that the assessment process completed prior to a school crisis is far more likely to provide the opportunity to prevent total school failure or early school leaving. Indeed, the behavior pattern of the sixteen-year-old drop out probably has its genesis in the degree of difficulty and lack of intervention given to the youngster as a primary school child. Teenagers in the throes of suspension and expulsion may have developed their problems from attitudes toward learning in school created in the elementary grades and the home.

It is important to note some characteristics of the services offered by the professional who is employed as a non-instructional worker in an institution whose primary function is to deliver instructional services. First, most of the children to be served directly are likely not to have volunteered for school social services. Either a school staff person, a social agency representative, or a parent has requested the children involved be the clients. These children may or may not agree to participate. They may go through the motions of participating and not recognize for themselves that they own the problem. Sometimes they are right. The difficulty may not be the child's, but the family's or the institution's.

Another characteristic has to do with the way school social services may be perceived by other educators and parents. School social services may be seen as a repair shop to patch and fix students when they get out of kilter with the school system. School social services may be defined as fixing troublemakers so they don't make trouble anymore. If that is the sum of other's understanding, then (they may perceive) the school social worker's role as changing children to fit what is possibly an unhappy or even destructive learning environment. Sometimes the success of the school social services program is even evaluated on how quickly troublemaking children can be made to disappear from the institutional setting. Assumption of this role does not facilitate learning.

School social workers are typically autonomous workers. Many

responsiblities impinge upon the amount of time available for direct services. There is a need to provide consultation to teachers and administrators, attend staffings, do social histories with psychologists, and coordinate with other school and community services. Each of these needs impinge on the time and energy available for working with children and parents. Each worker must not only learn to organize time, but also to plan its use so that the desired effect is likely to occur.

Values are placed upon these activities. The highest values should be reserved for the school social work activities which facilitate learning in school - the school's mission. However, in the tax-supported, bureaucratically organized and legally regulated social institution of the public schools, it is easy for the school social worker to react to complexity by being less than creative. It is also true that the public school setting can provide a great opportunity for being creative and visible. School social service personnel should be able to present realistic alternatives to problem situations that will lead to the resolution of some of the difficulties that involve children, parents and the community. This process can provide many opportunities to be creative and will allow the school social worker to become visible to the administration, the Board of Education and the larger community. It must be remembered that school social services are known not just to the children regarded as problems, but also to other children, teachers and community leaders. Consequently, social service personnel must be able to represent and describe the kind of work performed. One must be able to publicize the kind of services being made available for children, identifying the relationship to successful learning and instruction in school. In the commercial and business world this function is called marketing and it is important that school social services attend to and develop their marketing activities. With tight school budgets, complex educational governance and declining enrollments, the fact that the social worker and some children are aware that you "do good" is not nearly enough.

School social workers may slip into the role of being the repository and bearer of bad news about children, families, poverty, racism, and practically every problem of the human race. It makes little difference that social work may be contributing to the solution or amelioration of any particular problem. To those segments of society not involved or informed, school social workers may be viewed as part of the problem because of being mixed in with the participants who are part of the problem. The news media counters the effect of being the bearer of bad news in a variety of ways not available to social work. Media balances its bad news dissemination with personal stories, society news, comics and advertisements. The task for school social services is to develop their own diversified programming which will develop the broad base of support for the times when bad news must come forth.

To this end the acronym in the title is presented as a simple means of developing and guiding practice. Many social service organizations

in the school setting and otherwise, already program areas included in the acronym. However, a planned, conscious use of programming in all five areas might be of benefit to the social service staff who find itself overloaded by typical daily activities which seem to result in fragmentation. The acronym stands for: Sanction, Constituency, Alliances, Problem (Centered) and Planned Operation: The S.C.A.P.P. Approach.

Sanction refers to the source of power that permits you (and your school organization) to undertake whatever it is you do. It is a complex concept worthy of your attention. Simplified tremendously, the concept states that most of us can do our work because of permission or direction from our boss. The next question introduces the complicating factors. Where does the boss obtain the right and power to permit you to work? Quickly it can be realized that the concept leads directly to those formally sanctioning bodies of our society, school boards or a legislative body, elected or appointed, which more or less represent the public will. It is important to consider the security of the sanctioning bodies in each community, and the prestige and power they carry. For most of us line workers, it is important to secure sanction for what we do from as high up in the organization as we can and as diversified in the community as possible. To sanction simply means to validate or give approval. The more sanction we have in the validation of social work, the better are the chances we can do our work.

All of us think we know about our constituency. In social work it usually refers to the clients or the potential clients and perhaps their families or associates. Since it is a characteristic of social services that clients are typically those who do NOT provide the full financial support for our services, the social welfare constituency must be aware of the degree of financial willingness the sponsors of the services are willing to provide and to bring out the potential saving inherent in our quality programming for children with problems affecting learning. Social workers must cultivate the citizen groups with the resources to contribute to the social services needed by school pupils.

Allies don't have to be friends, but usually the people involved can agree on the worthiness of a common cause. There are remarkable examples of commercial, industrial, governmental, and interest group allies throughout our nation and the world. Even with marked differences among participants, people and organizations band together to pursue their common good. There are many individuals and groups with goals similar to those of school social services. Some of these are the constituent groups referred to previously. However, the concept of allies usually includes more frequent communication and collaboration in regard to the accomplishment of the common goal(s). Since troubled children need all the technical help and good will they can obtain, and it is difficult for anyone to be against learning, school social services has a natural goal of soliciting the interest of other individuals, groups and organizations in the community. Some of these are the professional teacher groups,

parent groups, mental health associations, service clubs and social agencies. Often, written agreements between school social services and other service providers have a double effect of clarifying responsibilities and strengthening the effects of both parties. These treaty-like arrangements may be developed with a clear purpose in mind--better services for the pupils involved.

The problem-centered focus provides the opportunity to document degrees of success in the amelioration of important concerns affecting the schools. Then, criticism in regard to failure with one or a few individual clients can be dramatically muted by the evidence of improvement in regard to the problem shared by or affecting many. This approach encourages the collection of pre- and post-data in regard to the symptoms of the problems. It is easy to document the incidence of fighting, academic failure, attendance, suspension, or racial conflict. Defining the problem in a measurable, manageable way allows the school social services to be goal directed, reduces extraneous assignments and promotes allies.

Many times social workers tend to assert their ability to serve students with many different kinds of problems. A problem-centered approach will quickly cause the social service personnel to clearly identify the people problems for which expertise is claimed and will assist in identifying the resources available and the cataloging of resources needed. The problem-centered approach requires some humility but tends to reduce futile activity with little effect. If preliminary data are known, it will soon be apparent which approaches will not work.

When problem-centered approaches are employed, much negotiating with other professional groups is likely to be necessary. By default, school social workers should not allow others, professional or the public, to decide what kinds of things we can do. If this happens, those clients with whom we work will be generally limited to the persons with the most undesirable of society's difficulties; the children will be those in severe crises. While persons should not be left out of a problem-centered delivery system, to focus exclusively on these most damaged and forlorn segments of the population may indicate that the social service function fulfilled is incidental to successful learning of children. A great asset for school social services is the opportunity to work with the problems before predictable crises occur, and before the people involved become the hopeless and forlorn. This concept of early intervention has been formalized with P.L. 94-142, The Education of All Handicapped Children Act.

Most social workers have sensed that good intentions are no longer enough. Rarely do we purchase a product in the marketplace because the manufacturer has good intentions. Our purchase is based on evidence of good design and the performance of the product. Does it do what it is supposed to do? Using the concept of planned operations, school social service personnel can identify the target group of pupils who are within the problem area being addressed. Furthermore, demonstration criteria can be established which will be

the specified outcomes after the social services have been delivered. Many will argue that this can't be done. It cannot be done with as high a level of certainty as is desired but modest outcomes may be specified for groups of clients with similar behaviors. If not, why do social workers keep doing whatever it is that is done? Surely, some effects are expected. Plan the social service program for a period of time, perhaps the academic year. What problems will be focused upon now? How will the target group be identified? Who must support these efforts for them to be successful? Are referrals the best way to identify the pupil? What is the base line data needed to define the effects of the problem now? What can school social services legitimately expect to accomplish that can be stated as a goal? Who are the allies that can be counted on to help?

Answering questions like these is hard work! To fail to have planned operations means that school social services must react to problems at the last minute, when all others in the family and the school have failed in their efforts and in desperation refer to school social services. Occassionally it is possible to produce unplanned almost magical change. Increase the odds! Plan what can be done and develop the support, structure, and criteria through which it can be done and through which you can demonstrate that what you have done is helpful to boys and girls.

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THRESHINGS

This section is devoted to authors' opinions and suggestions on the practice of school social work.

Lost and Found: School Attendance

by Grace Moore

School attendance - where is it? What measures can be instituted to effect better attendance? These questions haunt not only school social service personnel, but all educators. If one assumes that the basic personal needs of students are being reasonably met by the family, school and community then one obvious answer to the question of school attendance is that it lies with the students.

Between the two extremes of student attendance, the "ever-present" to the "hardly-ever" present, lies 80% of the student enrollment. Within this huge unnoticed middle group exists an enormous potential for increasing total school attendance. Last year Chatham County Visiting Teachers/School Social Workers (VT/SSW) looked for measures to affect attendance. They branched off from their traditional visiting teacher/school social work service for individual students who have social problems to a wide-based appeal to all students to give more attention to attendance. Methods included individual and group incentives, friendly competition and advertisement.

During the 1975-1976 school year the Savannah VT/SSW service selected from the 56 schools in the school system two elementary and two high schools for a year's pilot attendance project. The project was simple, including friendly competition between classes and monthly vying for the highest percentage of attendance in each school. The contests were generously laced with achievable and enjoyable activities such as children taping original commercials about attendance to be played on the school PA systems, making posters and charts, being photographed and interviewed, and periodic class contests to win special field trip rewards. Everyone participated and learned that being present is important. Peer competition and youthful love of recognition and recreation added zest.

One factor, other than student participation, that was essential to this successful attendance project was the willingness of principals and teachers to become enthusiastically involved. Faculty

involvement created the kind of school climate needed for an activity oriented attendance project.

Besides the school projects the VT/SSW also sponsored other special events spotlighting system-wide attendance. "Attention to Attendance" was the recurring theme stated in terms that were positive, appealing and desirable. The community was found to be generous and supportive. Local television, radio and newspapers contributed publicity. McDonalds provided refreshments. Disc jockies shared surplus records. The Savannah Braves baseball team invited students who had outstanding attendance, along with their teachers, to a double header at the ball park as honored guests.

Despite a flu epidemic in the city and the contemporary social problems of urban Savannah, the statistics for 1975-1976 attendance showed modest gains in all but one school. The two participating elementary schools in the 1975-76 program showed consistent gains of one to two percent every month, except during the month of the flu epidemic when attendance dipped 3% in one school and 6% in the other. Regardless, each school had a slight overall annual increase in percent of attendance.

One high school with a lively and well organized attendance project maintained gains of one to two percent until the flu month. Thereafter, although student interest remained high to year's end, percentage gains slipped to lower levels. However, the school showed an annual increase of close to 1%. Although the second high school enjoyed a good start, project organization lagged midyear and the year ended with a 1% decline in attendance. In 1975-1976 good attendance was recognized instead of being taken for granted.

The foregoing data, combined with a new and bright interest by students and teachers in the formerly dull subject of school attendance, encouraged the visiting teachers to expand their efforts in 1976-77. In September, 1976, every school was personally canvassed by visiting teachers who presented the concept of every-student attendance awareness as a way of improving school-wide attendance. The idea was infectious. Faculties went to work and soon projects with attendance activities with achievable rewards brightened almost every school. In addition, visiting teachers also implemented a few system-wide projects of their own. One was a series of six different "Big A" (for Attendance) juvenile congratulation cards that went to all students enrolled in seven elementary schools who had perfect attendance for any report card period. The project began after Christmas, the fourth attendance period.

The other visiting teacher project was a count of every student enrolled in the system who had been present 158 of the 160 days of the first eight months of the school year - e.g., students who had either 100 or 99% attendance up to that time. In all, 4,127 (12.4% of the total enrollment k-12) students qualified as "199'ers." All received 199'er stickers and passes to the Savannah Braves baseball

game on "Chatham 199'er Nite." For comparison, the count of 199'ers in 1975-76 was 2,914.

Attendance-awareness by all students gets results. Indeed, visiting teachers conclude that attendance-awareness on the part of every student is the way to find attendance that has been formerly lost.

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Discipline - Planned Action or Reaction?

by Lawrence Nelson

For eight out of the last nine years, Americans polled by the Gallup Organization have cited discipline - or the lack of it - as the major problem in our schools. Certainly a look at some of the conditions in our schools would support their contention: Absenteeism, vandalism, assaults and subsequently suspensions, and the use of police in the schools are also increasing. Naturally fault-finding abounds. Parents blame incompetent or insensitive teachers and administrators; teachers blame home conditions, big classes, weak-kneed administrators and, of course, bad kids. Administrators blame the home, poorly trained teachers, parents and permissive courts. Everybody blames television, racism, Watergate and a changing society. However, amidst all of this blame one thing stands out, the schools have dealt with the general problem much the same way that we deal with the individual discipline problem - by reacting rather than acting and usually from the frame of reference of what will be best for the school instead of what will be best for the individual student.

Schools have, in fact, misused the word "discipline" as something that is done TO a student rather than WITH or FOR a student. Webster's definition is as follows: "Training or experience that corrects, guides, strengthens and perfects the mental faculties or moral character." Few of the reactionary, punitive measures meet that definition. Also learning is implicit in the definition. A disciplined student needs to learn the value of obeying reasonable rules and regulations that are necessary when any group of people get together. The student can only learn this through self discipline.

Students will strive toward fulfilling our expectations of them. They soon learn to evaluate themselves in various ways leading to a self-concept, and that self-concept is eventually polarized - either bad or good, succeeding or failing, moral or immoral. If he sees himself as a "bad" child, then punishment for his misbehavior in school reinforces that evaluation, and he continues to misbehave, because it is not terribly uncomfortable for him in terms of his self-evaluation.

During my first year as dean in a high school, I was dismayed by the

pride with which one of my "habitual offenders," Pete, reported to his friends that he was "in trouble again." And I was doubly dismayed by his apparent joy in receiving increasingly harsh punishments including the ultimate suspension. It seemed that on that momentous occasion he had reached the big time. Additional suspensions only seemed to bathe him in further glory. If anyone had become uncomfortable in terms of his self-evaluation, it was I. I was becoming frustrated with my realization that I was not punishing Pete for his misbehavior, but rewarding him with notoriety. Everyone was meeting expectations but me. Pete was expecting to get into trouble and was succeeding. His teachers were expecting to catch him misbehaving and were succeeding. I was expecting to "save" Pete and was failing.

One day Pete was sent to my office by his history teacher, Mr. Good, for showing a Playboy centerfold to his buddy when he was supposed to be reading about the Civil War. Pete blew up. "He watches me like a hawk! He knows he'll catch me sooner or later. That's how he gets his jollies!" Being unenamored of this particular teacher myself (deans were students once), I soon found myself planning with Pete a way to get even with Mr. Good. Pete spent the remainder of that class period and half of a study hall with me memorizing dates, names, places, maps and strategies. Tomorrow, Pete was not going to allow Mr. Good to get his jollies. He would leave him baffled by his sudden surge of interest and totally frustrated by his inability to catch Pete when he was obviously doing something wrong. The results were gratifying. The next day Mr. Good came sputtering into my office, face flushed with anger, on the brink of cardiac arrest. "That little _____ is up to something. He was cheating. He knew all the answers. He must have copied someone's homework. He's trying to get me." Later that afternoon I "caught" Pete bragging to his friends that he had left Mr. Good totally frustrated. Pete passed his next history exam with flying colors, gained his needed fame by "getting the old man's cork," wrote a factually correct albeit grammatically disastrous term paper for English on the Great Battles of the Civil War, and sewed a confederate flag on his Levi jacket. I chuckled and filed the referral from Mr. Good accusing Pete of feeding answers to his buddy during the final exam.

Dr. William Glasser, author of SCHOOLS WITHOUT FAILURE, points out that if we want to help the child with a discipline problem (interesting "if"), we have two choices: making the child feel cared about as an individual and valuable member of the group or making the child suffer so much that he obeys the rules of the school because the suffering of not obeying is so severe that it is better to obey. It is obvious which of these two choices involves learning leading toward self-discipline.

I have often heard teachers comment that no one ever taught them how to deal with discipline during their training to become teachers. My response is that they were taught it, but don't know it. If self-discipline is regarded as something that one learns and is not born with, the teacher has only to apply learning theory, methods of

application and psychology toward discipline in much the same way that he teaches English, math or social studies. No successful teacher has tyrannized a student into learning. Threats of detention, extra assignments, corporal punishment, suspension, expulsion or incarceration are not tools of learning. They do not produce desireable results in academic areas, nor should we expect them to achieve desireable results in learning self-discipline.

It does not take a student long to establish his classroom identity - success or failure, teacher's pet or whipping boy. It can happen that first day in class, and once he has his identity, removing it is a great struggle. That first day of class, every teacher is looking at the class, assessing and evaluating. Some have been "clued in" on the "Petes" in class. So we put them up front where we can keep an eye on them, or we make a point of jumping on their first "transgression" to let them know who is boss. In short, we save them the trouble of establishing their classroom identity by giving them one. Consider this alternative that I learned early in my teaching career:

On the first day of class, I say nothing. Instead I place a mimeographed sheet on each student's desk. It reads something like this:

> Congratulations, _____(insert name)_____, you have passed your first test by finding the right seat. On the back of this sheet are some questions about yourself. After you have answered them, drop this sheet on my desk and pick up a textbook from the shelf by the window. Tomorrow we will talk about Chapter 1. Will you pass your second test?

I then circulate around the room passing out praise for jobs well done, noting serial numbers on textbooks, pointing out pretty dresses and recognizing older siblings. At no point do I address the whole class. I am often criticised by my fellows as being cold and inhuman at this point, but there is time for that tomorrow. In terms of the results in self-discipline and self-images, ie. classroom identities, the opposite is true. The above "silent treatment" accomplishes several important things. One, the student immediately experiences success and self-motivation. At no time did I tell a single student to find the desk with his name on the paper. They just do it. And they have immediately done something on their own and done it right. Two, it provides the student with a set of sequential tasks that he can do on his own and at his own rate. Three, there is no lull allowing a student to work toward establishing a disruptive identity. They need not wait for the others to arrive, they need not wait to be assigned a seat, they need not wait for the teacher to take roll, and they need not endure a lengthy speech about "what-fun-we'll-all-have-this-year-if-everyone-will-just-cooperate." Such "pep talks" assume one is needed. The student is immediately task-oriented, self-motivated and SUCCEEDING. The challenge on the end, "will you pass your second test?" does not specifically state that there will be a test on Chapter 1 tomorrow, though 9 out of 10 students will assume it. Tomorrow,

when it is announced that all those who read Chapter 1 have passed their second test, there will be nine successes for every 10 students. Now is the time for all the warmth and humanness that was missed yesterday.

But all the "tricks" in the world do not negate the fact that there is now a discipline problem in the schools. If we are to act rather than react what shall we do? To begin with, teachers, administrators and support service personnel must work together to take the emotionalism out of discipline without sacrificing humanism. We must see the student with a discipline problem as a human being who has TILL NOW failed to learn self-control. Instead of punishing him for what he has not learned, we should focus on helping him to learn. Primary responsibility belongs with the classroom teacher. In general, the practice of sending a student to the principal, assistant principal, dean or support service personnel for his misbehavior undermines discipline in the rest of the class. The thought process is "that behavior was so bad that the teacher had to call on someone else to deal with it." Regardless of what external forces may be applied in the way of discipline, respect for the teacher and his ability to manage a class has been damaged.

Secondly, the math teacher who knows little about math will find it very difficult to teach math. Likewise, the teacher who has not learned self-control will have a difficult time imparting it to others. Teaching is a most demanding profession. In addition to the demands of total involvement with his students, a teacher is expected to be involved with the community, his family, and continue personal and professional growth. He must learn to set priorities, concentrate on one need at a time and to break down large demands into manageable pieces. Having learned to do that he will be able to help his students to do the same.

Courtesy, laughter and talk must pervade the classroom. The teacher who views himself as the "senior partner" of a learning enterprise rather than as an authoritarian superior will find his students behaving as "junior partners," enjoying the dividends both individually and collectively. A sense of humor is also necessary in helping students toward self-discipline. An error pointed out with a smile and an explanation of why a certain behavior is inappropriate to the classroom situation is less likely to be repeated. Talk must take place. A private meeting at a time that is not punitive to the student, and during which the student has an opportunity to "give and take" may produce two-fold results. It establishes or reinforces a good relationship between teacher and student and it may uncover some valuable clues toward the cause of the student's misbehavior. During this talk time, the student should be encouraged to make a plan for overcoming the difficulty he is having. It is worthy to note here that I have often found that identifying the problem as the group's problem, and soliciting the help of the "problem student" in solving it produces two surprising results: a good plan and a willing implementor and enforcer. More importantly, there is the beginning

of a self-disciplined individual who will carry what he has learned into his adult life. A well-managed classroom with a good learning environment will be a welcomed fringe benefit.

Bad behavior cannot be ignored. The responsible history teacher recognizes that few of his students will become historians, but all will become adults. While emphasis on subject matter is proper, it cannot be allowed to blind us to an obligation to help young people to grow as responsible adults.

Finally, I must return to my original premise that schools have reacted emotionally to the discipline problem, intent on exacting a pound of flesh, rather than concentrating on a plan of action for dealing with it. Administrators and pupil support services personnel should work together to provide a plan. The aim of that plan ought to be to promote a collective attitude in the school which regards discipline as something which can be learned and is a function of self-worth and identity as a group member, rather than as a system of punishment and wearing down of self-image. If, as the Gallup Poll shows, discipline is a major problem in the schools, then it most certainly ought to be the object of intensive study and extensive work. The more that is learned about self-control, the better equipped teachers will be to teach it.

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A Network for School Social Work Organization

by Walter Rogers

Public education from kindergarten to twelfth grade is available to all children in the United States. Consequently, social workers in public education encounter individuals functioning at all possible levels of competency. To best meet the needs of this varied clientele, a network of communication should be established for the purpose of addressing problems of mutual concern, sharing practice information and collaborating to meet issues affecting school social work.

This network is possible by utilizing already existing groups such as the Midwest School Social Work Council. Because of similar confederations, collaboration by social workers in the public schools seems to be feasible. This collaboration would acknowledge existing regional councils and assist other groupings of states to organize and implement a functioning body. Goals and policies, conferences, in-service workshops and publications would be incorporated as part of the purpose.

To secure perspective from a national point of view, a delegate assembly comprised of representatives from the regional councils would be instituted. The representatives would bring information and material from their respective regions to the delegate assembly meetings. Reports from the delegate assembly would become part of the business meetings of the regional councils. The delegate assembly would also be the vehicle for collaboration with the National Association of Social Workers. (NASW)

Action, both national and local might well be the result of this collaborative effort. As mutual concerns were heard, the confederation of regional councils would disseminate information. Strategies for possible action on the issues cited might initiate at either the delegate assembly or regional level, but have nation-wide coordination. Collaboration with NASW and other national associations that have mutual concerns would add nation-wide strength.

The First National Conference of School Social Workers being held in Denver, Colorado in April, 1978 could be the beginning point to examine the many pertinent issues surrounding school social work organization. This example may not be the structure for the organization of school social work, but it is incumbent upon school social workers to express their views as to how this organization might take form.

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The IQ Controversy - A Reaction Paper

by Douglas Elrick

Any discussion of IQ must be of necessity be fraught with controversy. However, some of the more important aspects of IQ testing for teachers and school service personnel can be gleaned from the following quote.

> So what about grades? How valid are they as predictors? Researchers have in fact had great difficulty demonstrating that grades in school are related to any other behaviors of importance - other than doing well on aptitude tests. Yet the general public - including many psychologists and most college officials - simply has been unable to believe or accept this fact. It seems so self-evident to educators that those who do well in their classes must go on to do better in life that they systematically have disregarded evidence to the contrary that has been accumulating for some time...Such facts have been known for some time. They make it abundantly clear that the testing movement is in grave danger of perpetuating a mythological meritocracy in which none of the measures of merit bears significant demonstrable validity with respect to any measures outside of the charmed circle.[1]

"Intelligence is what intelligence tests measure," say the psychologists. The assumption is, of course, that intelligence tests are important because intelligence is important. Somehow, somewhere, Lewis Carroll and his "Looking Glass" crew must be behind this circuitous, self-inflating logic.

It's important to define intelligence as clearly as possible. Variously described, it is an information-processing ability or a general cognitive capacity which is employed in any talk with a cognitive or intellectual element. The question then arises: Do intelligence tests measure this intelligence and potential? The answer is yes and no. Admittedly, IQ is related to the acquisition of cognitive skills so highly prized by schools, but there is open question as to whether intelligence tests relate significantly to such qualities as intuition, imaginativeness in problem solving, creativity, inventiveness, cogent involvement in social institutions or the whole area of motor-skills as

adapted and assimilated with cognitive skills. The tests measure the individual ability in brief exercises in which is no intrinsic interest, when real life problems require much time, concentration and involvement. This last type of task is excluded from IQ tests. Intelligence tests are good measures of the ability to do school work and are good predictors of grades. However, since the traditional school learning context is somewhat lacking in joy, opportunity and significant correlation to the outside world, the validity of such a measuring rod within the restrictive values of the school is of dubious quality. One may even be tempted to suggest that a lack of success on such tests may be a sign of some superior qualities! In fact, school failure and IQ test failure may be an appropriate signal of students fitting well into certain family and societal goals. A strong case can be made that IQ scores are really measuring a very limited and in some cases, negative type of problem solving ability. Regardless of what it is that IQ tests measure, it is questionable whether these are qualities to be treasured.

A particularly insidious view stemming from IQ testing is the assumption that IQ scores indicate an individual's potential, or the most that the individual can be expected to attain under favorable circumstances. This view is anathema to any educator who is familiar with IQ studies and who has any compassionate regard for the students in his charge. From its basis of ignorance and shallow logic can come racial and cultural divisions making accountability a meaningless term. How? Kaye writes about this subject of potential and how it has been mishandled through the years:

> If potential had any meaning, it would have to be defined as a real ability rather than as an ideal limit. If this ability were fixed by age six, there would be no point in having schools, except as day camps. If it were fixed before age six, perhaps determined at conception, nothing could be done for the cognitive development of the preschool child. If this ability were really fixed, however, and schools could do nothing about children's relative success, why bother to measure this 'potential'? Why not just let nature run her course? ...Logically, IQ's are inappropriate criteria for the allocation of children to tracks or the prediction of growth in different environments.[2]

Another proposition put forward is that up to 80% of intelligence is hereditary. While there is a myriad of conflicting articles about this very controversial topic, some points need to be made as it relates to school teachers and school service personnel. There is much evidence that the basic constructs of the studies that show 80% heritability are not valid in their data gathering or extrapolation of results. Jensen, the originator of the heritability theory, admits that a little "play therapy" can increase IQ scores by 10 points, enough to throw the results of his theory into a tailspin. The fact that IQ scores are definitely modifiable (up to 15 to 20 points!), gives an air of skepticism to many of the claims of IQ.[3]

Some very important evidence about IQ scores for the teacher and school service personnel is that these scores appear to vary because

of differences in the environment that children grow up in, with school experience appearing to play a minor role. This of course means that reforms in school aimed at those cognitive skills which IQ tests cover may not have a very marked effect on test scores. What effect the reform would have on the individual in the school may not be much more than marginal, possibly not even measurable.

There is much division among the academic community on the relative importance of genetic vs. environmental factors affecting IQ. However, all the in-depth arguments seem almost pointless beside the finding that IQ has little or no correlation to economic and social success in society. This begs the question: What is correlated to IQ? The answer is that it is correlated to getting good grades in school. And that seems to be about all, because whereas the grade level attained (say high school vs. college) has strong correlation to economic success because of the opportunities that consequently open up, grades made within the grade level had little or no correlation on economic success.[4]

How does all this affect the classroom teacher and school service personnel? The primary effect stems from the misunderstanding and mis-use of such information rather than in what the information can do for the student and teacher. A teacher who is unfamiliar with the tests given is at a disadvantage because only the psychologist who gave the test knows how to interpret the results. Only the psychologist knows the strengths, weaknesses and implications of the tests. The teacher is thus in an inferior position to challenge any conclusions or interpretations.

The implications for the use of test information by the classroom teacher should be based on their wise, prudent use tempered with the desire to use the information for the student rather than as an indictment against him. That is to say, a number of criteria should be met before, during and after the test is given. The question should be asked, is the test reliable and valid? Was the test appropriately normed for the testee? Are there special factors about the test, test conditions, or child that affected or limited the results - such as motivation, social and cultural background, personality, etc.? After the testing does the information enhance the understanding of the child? Finally, does the information give an indication as to the direction the teacher should follow in planning a specific program to help the child? If the answer to the last question is not forthcoming, then all previous test information is meaningless and valueless.

When calculating test scores, finding stanines, grade-equivalence, etc., the results may be interesting but are more frequently irrelevant or harmful. Rather than using tests as so much statistical esoterica for the psychologists and "trendologists" to use for the charts and plots that will be filed away somewhere, school personnel need to relate achievement and intelligence test results to reading, or other appropriate skills in ways that have redeeming implications for overcoming the problem. For instance, are there specific techniques for teaching reading, math and other identifiable skills to children with low IQ (low cognitive ability)? Are there methods to improve

motor skills? Would alleviating social pressures increase concentration and involvement in the classroom?

If IQ scores are used in such a way as to justify the low achievement level of students, even in the light of the severe limitations of IQ scores, then these tests should not be given because in the hands of the user they offer no remedial help and indeed help to further implant low expectations of the student by the teacher - much to the detriment of the student. As McClelland puts it, test results should "become a device for helping students and teachers to design the teaching-learning process to obtain mutually agreed on objectives. Only then will educational testing turn from the sentencing procedure it now is into the genuine service it purports to be."[5]

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BOOK REVIEWS

THE CHILDREN'S CAUSE, Gilbert Y. Steiner. The Brookings Institute, Washington, D.C. 1976.

reviewed by Jeff Erickson

THE CHILDREN'S CAUSE is a very perceptive appraisal of both past and present federal policy that has been created to affect the general welfare and development of children. Gilbert Y. Steiner has prepared a thorough historical analysis of various political systems that have been organized to respond to recognized needs of children. He goes on then to discuss specific programs that have originated and in many instances have died, through the parent political systems. The simultaneous way in which Steiner relates actual experiences, theory and history makes this book an important resource as well as thought provoking experience for the reader.

There seem to be two major issues addressed consistently throughout the book. The first one centers on two different types of lobbyists of the childrens' cause. The first group contains people who speak in very general terms about the government's responsibility to care for all kinds of children and their needs. These active lobbyists support ideas that the environment determines the extent and kind of development that will take place in each child. They are concerned with providing maximum opportunity for those who need it and teaching the expressions of love and care.

The second group of lobbyists are usually politicians and other traditional agency representatives who have great difficulty justifying and creating meaningful public policy out of the conceptual and the sometimes nebulous framework presented by the first group. A significant portion of time is seen as being spent on researching and organizing committees and programs without actually being involved in the actual creation and operation of the same.

The second major issue that both the government and the author wrestle with is the question of social responsibility. Great controversy is encountered when one tries to answer the question of the degree that the government should be involved in a child's development and care. On one end there are those who contend that the government has no right to intrude, even with good intentions, on parent-child

relationships. In the middle there are groups who feel that organized volunteer religious groups might better serve children who are in need of extraparental care. Further, some say if any government unit should assume responsibility for children it is local or state government, not the federal government. And still other groups push for comprehensive involvement by all institutions and levels of government. Thus the question of social responsibility gives rise to the two general approaches of the lobbyists described above.

There is a close parallel between these issues and those in which many school social workers find themselves entwined today. The degree to which they will intervene in a student's "total system" is both a professional and personal question that must be confronted on each case with which one comes in contact. Principals, parents, teachers and even students themselves often share very different perspectives as to the appropriate level of involvement that should be assumed by the school social worker. Steiner thoroughly pursues the idea that it is very likely that in the future, society will not be able to trust the family alone to prepare young children for the new kind of world that is emerging. It is in that sense that the ever-expanding role of the school social worker in the child's complete development is seen.

Is a comprehensive child development policy feasible? Steiner presents several descriptions of paralyzed or dead legislation on behalf of children. He also describes many foundering programs, past and present, that the government has supported. It is interesting to note though that the national school lunch program is the exception to the rule and has been labeled by the author as the success story of the children's cause. This program offers credibility to the idea that comprehensive federal programming for healthy child development is a realistic goal. Government agenda building in the past has centered on the needs of the disadvantaged child in a crisis setting. Future political obligations need to be directed toward defining minimum standards of needs for all children and subsequently perfecting mechanisms for meeting them.

The natural question that arises is whether or not the proper people are diagnosing and treating the problems. Leadership is obviously one of the keys to remediation of this situation and school social workers must assume an interventive role. A wealth of helpful background research can be found in THE CHILDREN'S CAUSE and should be used as a foundation for future work in this area by competent and concerned individuals.

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INNOVATIVE PROJECTS IN SCHOOL SOCIAL WORK PRACTICE, Editors, Belles, Gross and Steiner, Vols. I and II. Manpower Monographs Nos. 7 and 10. Syracuse: Syracuse University School of Social Work, 1974 and 1977.

reviewed by Lela Costin

Social workers in schools who are looking for specific help in modifying or extending their own practice will find these two monographs of considerable interest. They are collections of papers presented and discussed at two successive workshops sponsored by the Tri-State School Social Work Conference Planning Committee.

The first workshop was held to select school social workers with leadership capacity and bring them together to share formally some of the innovative aspects of their practice to the end that hopefully a new reference group might be developed to serve as a future resource in the exchange of ideas. The second workshop sought to extend the same opportunity to a larger number of persons and facilitate the exchange of practice innovations on a broader basis.

School social workers in the states of Connecticut, New Jersey and New York were invited to present an abstract describing a project in which they had engaged during the previous year. The abstracts were to include a description of the problem, the strategy and social work processes utilized, an evaluation of outcomes and any useful generalizations that could safely be made. From these abstracts selections were made for fuller reporting. Vol. I contains thirty useful project reports covering interventions with students, parents, educational staff and community. Vol. II contains thirty-eight equally useful and stimulating discussions of projects in the same area for intervention with the fourth section being devoted to social workers in the roles of planners and program developers. Each of the four sections is preceded by an introduction by one of the editors to assist the reader in identifying common themes and interrelationships among the projects.

It is not possible to provide a description of the various projects in a review such as this but take note that there is something exciting and directly helpful in these two volumes for all school social workers everywhere. Those persons who want to obtain copies should write to Thomas L. Briggs, ACSW, Professor and Director, Division of Continuing Education and Manpower Development, Syracuse University School of Social Work, Brockway Hall, Syracuse, New York 13210.

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Editor's Note:
The following article is a capsule description of SHARED DECISION MAKING. If the reader is interested in further details, they can be found in the soon to be published book SHARED DECISION MAKING by Frank Maple, Sage Publishers.

What is Shared Decision Making?

by Frank Maple

Shared decision making is open interviewing. While openness has come to mean a form of partnership in classrooms, in marriages, in society, the specific application of this concept to an interview involves an open agenda, communication between equal partners, and a clearly understood process for the interview. Thus, shared decision making can also operate in small groups which wish to emphasize an open agenda, shared leadership among partners, and a commonly understood process to guide but not inhibit the interaction.

The process of shared decision making is not a rigid structure, but rather an ongoing recognition of forms common to helping situations. When each partner learns to recognize one of the five basic forms, this knowledge can help order and move the free thought flow between the partners. This clear, spontaneous communication is the goal of shared decision making.

Shared decision making is neither totally new nor unique, but is a systematic process which helps minimize three disfunctional aspects of typical interviews. Frequently the superior-subordinate aspect of many interviews prevented effective helping. When the help seeker had no idea regarding the process of helping, the helper was placed in a superior position. As this position usurped all leadership functions in the interview, it was clear that the helper became the hero while the help-seeker was the humble person in need of rescue. If a rescue act was performed, the rescuer was the hero and received all the praise.

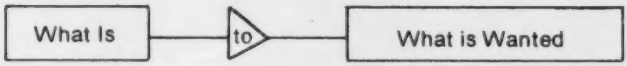
This process may be compared to gang workers who tried to save groups of kids from juvenile delinquency or rich ladies attempting to save the poor during the Depression. In each case, the rescuer, if successful, became a star. In shared decision making, the goal as helpers is not to learn how to become a star, but rather to help people learn to become the "star" in some aspect of their lives.

Secondly, the amount of time and energy devoted to "problem talking" in typical interviews is a concern. This activity often left both people "spent," with little or no energy left for action planning.

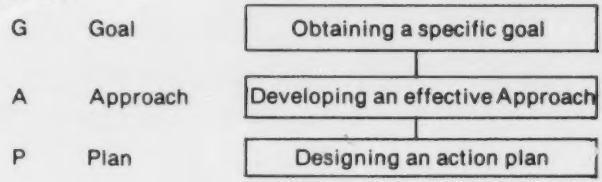
The key to the shared decision making material is the systematization of an interview to the degree that positive interchanges occur most of the time, without the loss of spontaniety.

In shared decision making, it is necessary to respond to another person's words in such a way that the person can identify a goal and a path leading to the goal. In this way a huge set of problems can be reduced to a significant part of the whole, with energy centered on the selected goal. The shared decision making process is clear and simple enough to teach to the person seeking help and allows both persons to progress toward a plan of action. Not only is the person seeking help aided, but often the helper is led to change some aspect of his own behavior.

Shared decision making helps someone move from a confused, frozen state to a desirable state. The help seeker offers a situation that is troubling. At the end of the interview, the help seeker has a plan to move to a satisfactory situation. This is called the GAP process, as pictured in the diagram below.



The Gap Process



The Rationale

Shared decision making emphasizes communication between equals. The interactive behavior is highly spontaneous, within an agreed upon structure with trust developing from the shared structure itself. New thought flow from the focus of concentration on a clearly defined goal. Each person lets his perceptions and impressions be based upon the moment, attempting to perceive them accurately. The helper then encourages the generation of goal focused content and minimizes problem focused content.

It is the helper's task to receive information objectively, reacting to all verbal and non-verbal stimuli within the special proximity of the interview. This task involves intense attentiveness to moment-to-moment words and actions of the person seeking aid. The goal is harmonious interaction based on trust. This is achieved only if you trust yourself and you believe others trust you. Without this bond

of association, all effective interaction is perhaps impossible. With this bond of partnership, a mutual exchange that leads to constructive action is likely to occur.

Time Requirements

To move through some degree of action planning within a single interview or small group session requires efficient use of time and energy. The evidence accumulated from observing shared decision making in action indicates that fifty percent of the time is necessary for action planning. This guideline is useful since it means, in a thirty minute interview, that the intent is to move to a goal statement quickly enough to allow about ten minutes for selecting an approach and ten minutes for action planning. These minimal time requirements are a major reason for curtailing problem talking, since time lost in that phase of the process cannot be made up in the action planning period.

Experience in the process can shorten even these estimates, allowing the helper to "handle" two or three situations in each helping session. It has been found that additional time can be effectively used to discuss how each partner has experienced the task-focused segments of the session, thus dealing with feelings that may exist during the process itself. The knowledge that you will have time to discuss your process allows the helper and person seeking help to remain task focused, eliminating the unessential in the material.

The following identifies characteristics of effective and ineffective helpers:

Expectations for Effective Helpers

Effective	Ineffective
1. You defer judgements.	1. You make value judgements early in the dialogue.
2. You use questions to clarify understandings.	2. You use questions to obtain new information YOU want.
3. You listen effectively -- as evidenced in paraphrasing and verifying -- so that dialogue is focused.	3. You tend to sell your own points or ideas.
4. You stipulate what is going on, where the session is, and where it needs to go.	4. You leave the direction of verbal interaction fuzzy.

5. You help identify the possible benefits and consequences of various actions.	5. You begin to develop an action plan without thoroughly evaluating advantages and disadvantages of each approach.
6. Your messages are brief, clear communications.	6. Your messages are long paragraphs, often repetitive or wandering.
7. You allow the help seeker thinking time.	7. You talk whenever there is a pause.

Given the ability of helpers to operationalize the effective characteristics pictured above, the shared decision making process forms a base from which both the helper and the help seeker can function spontaneously. This base, in the form of rights and responsibilities is designed to encourage openness by protecting each participant from harm. With these rights and responsibilities clearly understood, each person can drop his guard, thus giving more energy to the other to be used to complete the action plan. The list below spells out the rights and responsibilities of each partner in a shared decision making interview.

Rights and Responsibilities in Shared Decision Making

Help Seeker	Helper
1. Has the last word on verifying the clarity of the goal statement.	1. Has the last word on whether this is the right time, the right place, the right persons.
2. Is the judge of whether a goal is possible to achieve.	2. Takes major responsibility for seeking information to determine whether the session is going well.
3. Verifies the usefulness of achieving any stated goal.	3. Guides the interaction through each phase.
4. Is the best person to give the first ideas about how to approach the goal after it has been clearly stated.	4. Participates in generating alternative approaches AFTER obtaining one or two from the help seeker.
5. Is the final judge of what is the best overall approach to achieving the goal.	5. Participates in appraising the overall approaches by sharing information and ideas.

6. Is the implementor of the major aspect of the plan of action.	6. Has the last word on your own involvement in developing and participating the plan of action.

Shared decision making has been described in this article as a process which contains effective elements of communication that can be understood by all partners in the helping process. It is goal focused in intent. It is focused away from problem talking. It emphasizes the helpseeker's power to select agenda, offer approaches and commit himself to action.

FRANK MAPLE is a professor of social work at the University of Michigan in Ann Arbor. Methods classes dealing with interviewing and group leadership is the present focus of Dr. Maple's work. Dr. Maple was a school social worker for several years at Ann Arbor High School and previously taught in a junior high. GROUP COMPOSITION co-authored with Harvey Bertcher and THE SCHOOL AND THE COMMUNITY co-authored with Rosemary Sarri are among Dr. Maple's publications.

FILM REVIEWS

SELF INCORPORATED, Agency for Instructional Television, Box A. Bloomington, Indiana 47401. Catalog of titles and description available through AIT.

This set of fifteen films was viewed by many social workers at the 1976 Mid-West School Social Work Conference last Fall. The films were initially done as programs by a variety of television stations in the United States and Canada. The theme of each presentation is the problems and issues in the lives of early adolescents. Each program is well produced and acted and the scripts are very good to excellent. They are useful for study groups in in-service training and parent discussions. They also motivate students to debates on values, on everyday problems of growing up and on decision making and risk taking. For material that deals with this age group, look no further; it is the best in a sparse field.

INSIDE/OUT, National Instructional Television Center, Box A., Bloomington, Indiana 47401. Information on titles and costs is available through NIT.

Examples of these groups of films were also shown at the Mid-West Conference. The series was developed for eight-to-ten year olds. There is an excellent guide with suggestions and activities for use with the presentations. The productions are well done but occasionally the scripts are dramatically forced and somewhat unreal. However, these few occasions do not detract from the overall usefulness of the programs. They are especially attuned to affective learning and situations dealing with feelings, expression, rivalry, convictions and self-esteem. School Social Workers who have opportunity to work with teachers in the classroom will find this series useful and stimulating. There are thirty programs to choose from and all of the developmental problems besetting this age group are there.

I JUST DON'T DIG HIM, (11-1/2 min.) Produced by the Mental Health Film Board and distributed through International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, IL 60604. $10.00 rental.

This is an excellent film for freshmen and sophomore boys and their parents. Problems of lack of communication and distance between boy and his father, mutual exasperation and disgust, generational differences in values and the inevitable argument over "hours" make up the themes of the film. The points of view presented are: Ken's, his father's, his employer's and his friends. At the end of the film there is an event that opens the way for discussion. A classroom full of mid-teenagers can't miss the point and it may influence them to think about why adults act so strangley.

EVERYBODY RIDES THE CAROUSEL, (72 min.) Directed by John and Faith Hubley, distributed by Pyramid Films, Box 1048, Santa Monica, Calif. 90406. $60.00 rental.

This film was the American Film Festival Blue Ribbon winner and deservedly so. The film should be mentioned again and again because of its originality, its importance and its excellent manner of presentation. Erik H. Erikson discussed the eight stages of man in CHILDHOOD AND SOCIETY but not all the young people and parents have read it. Now they can see this concept of human development through animation and still have room for their personal reflections about their life experiences.

GAMBLING, (21 min.) Produced by Bruning Glass Films, distributed by Perennial Education, Inc., 1825 Willow Road, Box 236, Northfield, IL 60093. $30.00 rental.

This is a unique film for there are few films about compulsive behavior and only this educational film about gambling. The film reveals both sides of the problem and the many characters that make up the gambler's world. The unemployed eighteen year old trying to move up, the taxi driver in debt to the loan shark, the executive who bets more than he can pay, a police detective and a member of Gamblers Anonymous and his wife. Specifically for gamblers among our school population and more generally for any students caught-up in self destructive and out-of-control behavior, this film is a beginning for discussion and consideration of the problem, the dynamics and the treatment.

"BUT JACK WAS A GOOD DRIVER," (15 min.) Produced by Steve Katten, distributed by CRM/McGraw-Hill Films, 1221 Avenue of the Americas, NYC, NY 10020. $20.00 rental.

This film is one of a series done by CRM which deals with problems of the older adolescent. Themes of social responsibility, frustration/aggression, separation/divorce of parents, therapy, etc. make up the series. This film is important because of an increase in society of the use of the automobile as a means of self destruction. The story is simple: a funeral for a boy named Jack who was killed in an automobile accident. His friends discuss the accident and begin to do a post mortum on the events leading to the death. Though they recall that Jack was a good driver, they also remember clues he gave them which, now, make the possibility of suicide a consideration. School Social Workers in cooperation with Driver's Education Departments may find this film useful as a starting place for discussions of cars, moods, despression and aggression.

ARE YOU READY FOR SEX?, (24 min.) Produced by H. Mayer, M.D. and S.G. Espar, distributed by Perennial Education, Inc., Northfield, IL 60093. $30.00 rental.

This is a film for young people, Jr. and Sr. High School age, that discusses values and decision making regarding sexual behavior. Group discussions and dramatizations are used to point up the complexity of factors which influence their decision making processes. The film is intended to facilitate open and honest discussion between teenagers and adults and it achieves this goal admirably. By focusing on responsibility and the many factors (personal, media, peer, cultural, family) that influence a definition of responsible behavior, the producers create a stimulus for discussion of decision making and sexual behavior. A special point is made for male responsibility in dealing with sexual behavior; and with more than 250,000 babies born to teenage mothers each year, it is good to view a film that talks about dual sexual responsibility.

Films reviewed by Ben Wheatley

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